



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY
GENERAL YEAR 11

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Sample assessment task

Ancient History – General Year 11

Task 4 – Unit 1

Assessment type: Historical inquiry

Conditions

Period allowed for completion of the task: 4 weeks of directed classwork and homework
5 to 10 minute presentation in class

Task weighting

15% of the school mark for this pair of units

Part A: Historical inquiry process

Select an ancient civilisation or culture from the list in the syllabus for Unit 1 and investigate the:

- key social structures
 - key political and legal structures
 - key military structures
 - key economic activities
 - key values, beliefs and traditions
 - key cultural features, such as art, music and architecture.
1. In collaboration with the teacher devise a set of focus questions to guide your inquiry. (3 marks)
 2. Select a range of sources which provide different perspectives on the selected ancient civilisation. (6 marks)
 3. Use an appropriate note-making framework to take notes from the sources. (2 marks)
The inquiry notes must:
 - address the focus questions
 - be clear and ordered (headings can be used)
 - cover all aspects of your inquiry.The source of information for your research notes must be recorded following the school protocols. (8 marks)
 4. Draft some conclusions about life in the selected ancient civilisation for people with varying degrees of wealth and power, which will be included in the class presentation. (4 marks)
 5. Construct a bibliography following the school protocols. (2 marks)

The research notes and the bibliography are to be submitted at the same time as you present your findings.

Total = 25 marks (7.5%)

Part B: Class presentation

Develop a 5–10 minute oral presentation that outlines your findings about the chosen topic to the class. The presentation can include a PowerPoint presentation, a museum display and/or handouts for the class.

The presentation needs to:

- provide clear and accurate information
- identify key aspects of the social, political, legal, military, economic, religious and cultural structures and features of the civilisation
- include a range of evidence from the sources
- be delivered in a clear and organised way, using historical terminology and appropriate language (15 marks)
- include your conclusions regarding the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power. (5 marks)

Total = 20 marks (7.5%)

Marking key for sample assessment task 4 – Unit 1

Part A: Historical inquiry process (7.5%)

Description	Marks
Focus questions	
Devises a set of questions which clearly identifies the key areas of the inquiry	3
Devises a set of simple questions which identifies a few areas of the inquiry	2
Lists a few simple questions which may or may not identify key areas of the inquiry	1
Subtotal	3
Selection of sources	
Selects a range of relevant sources that provide clear and accurate information and evidence about life in the ancient civilisation or culture Selects sources that show a variety of perspectives	5–6
Selects a few sources that provide some information and evidence about life in the ancient civilisation or culture Selects sources that show some differences in perspectives	3–4
Uses one source that provides limited information about life in the ancient civilisation or culture	1–2
Subtotal	6
Inquiry notes	
Presents notes clearly, using an appropriate note-making framework	2
Presents notes in some order	1
Subtotal	2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	2
Makes notes that are relevant to the key areas of the inquiry, including: <ul style="list-style-type: none"> • social structures • political and legal structures • military structures • economic activities • values, beliefs and traditions • cultural features, such as art, music and architecture 	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one area of the inquiry	1–2
Subtotal	6
Drafting conclusions	
Drafts conclusions based on inquiry findings about the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power Uses examples and evidence to support the conclusions	3–4
Attempts to draft some conclusions about the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and/or power Uses limited examples which may support the conclusions	1–2
Subtotal	4
Bibliography	
Follows correct format according to the school protocols	2
Lists sources used	1
Subtotal	2
Total Part A	25

Part B: Class presentation (7.5%)

Presentation of research	
Presents clear and accurate information about life in the selected ancient civilisation or culture, identifying key aspects of the social, political, legal, military, economic, religious and cultural structures and features of the civilisation	7–8
Presents clear information about life in the selected ancient civilisation or culture, identifying some aspects of the social, political, legal, military, economic, religious and/or cultural structures and features of the civilisation	5–6
Presents some information about life in the selected ancient civilisation or culture, identifying a few aspects of the social, political, legal, military, economic, religious or cultural structures and features of the civilisation	3–4
Presents limited information about life in the selected ancient civilisation or culture, identifying an aspect of the social, political, legal, military, economic, religious or cultural structures or features of the civilisation	1–2
Subtotal	8
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from the sources	2
Refers to minimal evidence from the sources	1
Subtotal	3
Expresses information clearly and in an organised way, using historical terminology and appropriate language	3–4
Expresses information briefly and in a way that may be difficult to follow, using little to no historical terminology and simple language	1–2
Subtotal	4
Presentation of conclusions	
Presents justified conclusions regarding the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power Provides detailed examples and evidence to support the conclusions	4–5
Presents some conclusions regarding the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power Provides some examples and evidence that may support the conclusions	2–3
States the difference in life-styles of people in the ancient civilisation or culture, as determined by their individual wealth or power Provides an example that may or may not support the conclusions	1
Subtotal	5
Total Part B	20

Sample assessment task

Ancient History – General Year 11

Task 8 – Unit 2

Assessment type: Explanation

Conditions

Time for the task: 45 minutes under standard test conditions

Question and guidelines issued prior to assessment

In-class essay response - one A4 page of dot-point notes can be used when writing the essay

Task weighting

10% of the school mark for this pair of units

Discuss whether Alexander the Great deserved his title.

To answer this question, identify and describe:

- Alexander’s achievements
- the positive aspects of Alexander’s career and his legacy
- the negative aspects of Alexander’s career.

You will also need to draw a conclusion about whether Alexander did deserve his title of ‘Great’, and to provide a summary of the evidence to support your conclusion.

The task will be marked as follows:

- | | |
|--|----------|
| • introduction | 3 marks |
| • identification and descriptions (6 marks each) | 18 marks |
| • conclusion | 4 marks |

Total = 25 marks

Marking key for sample assessment task 8 – Unit 2

Description	Marks
Introductory paragraph	
Clearly related to the area/topic of the question, which gives a clear sense of the direction of the essay	3
Contains a few sentences outlining the theme of the essay, including a simple proposition	2
Provides a general indication that the topic is understood and includes a simple proposition OR Consists of a sentence or two outlining the 'who' or 'what' that is to be discussed in the essay	1
Subtotal	3
Identification and description of Alexander's achievements	
Clearly identifies Alexander's key achievements Uses examples to support the answer	5–6
Identifies Alexander's key achievements Uses limited examples in an attempt to support the answer	3–4
Partially identifies a few of Alexander's key achievements Provides minimal or no examples	1–2
Subtotal	6
Identification and description of the positive aspects of Alexander's career and legacy	
Clearly identifies and describes in detail positive aspects of Alexander's career and legacy	5–6
Identifies and describes some of the positive aspects of Alexander's career and legacy	3–4
States a positive aspect of Alexander's career and/or legacy	1–2
Subtotal	6
Identification and description of the negative aspects of Alexander's career	
Clearly identifies and describes in detail negative aspects of Alexander's career and legacy	5–6
Identifies and describes some of the negative aspects of Alexander's career and legacy	3–4
States a negative aspect of Alexander's career and/or legacy	1–2
Subtotal	6
Conclusion	
Draws a conclusion about whether Alexander the Great deserved his title Provides a summary of the evidence to support this conclusion	3–4
Attempts to draw a conclusion about whether Alexander the Great deserved his title Uses limited to no evidence to support this conclusion	1–2
Subtotal	4
Total	25

Sample assessment task

Ancient History – General Year 11

Task 6 – Unit 2

Assessment type: Source analysis

Conditions

Time for the task: 45 minutes under standard test conditions

The task is based on **two** sources presenting different representations and interpretations of Hatshepsut during her lifetime and after her death

Task weighting

15% of the school mark for this pair of units

1. Tick **one (1)** option from (a) and **one (1)** option from (b) that best describes Source 1.

(2 marks)

- (a) ancient source
modern source
- (b) written source
archaeological source
map/diagram
reconstruction

2. Identify and briefly discuss the historical context for Source 1. You should consider the following where appropriate:

- the relevant event/s
- the significant person/people
- the key idea/s depicted in the source.

(4 marks)

Marking key for sample assessment task 6 – Unit 2

1. Tick **one (1)** option from (a) and **one (1)** option from (b) that best describes Source 1.

- (a) ancient source
 modern source
- (b) written source
 archaeological source
 map/diagram
 reconstruction

Description	Marks
Correctly identifies the descriptions of Source 1	1–2 (one mark per description)

2. Identify and briefly discuss the historical context for Source 1. You should consider the following where appropriate:

- the relevant event/s
- the significant person/people
- the key idea/s depicted in the source.

Description	Marks
Accurately identifies and briefly discusses the historical context of Source 1, demonstrating a sound historical knowledge of the period The answer includes discussion of: <ul style="list-style-type: none"> • relevant event/s and/or • significant person/people and/or • key idea/s 	4
Identifies and briefly discusses the historical context of Source 1, demonstrating some historical knowledge of the period, but with omissions The answer includes some discussion of: <ul style="list-style-type: none"> • relevant event/s and/or • significant person/people and/or • key idea/s 	3
Identifies and provides a simple description of the historical context, demonstrating a limited historical knowledge of the period The answer provides a limited description of the: <ul style="list-style-type: none"> • relevant event/s and/or • significant person/people and/or • key idea/s 	2

<p>Demonstrates little historical knowledge of the period</p> <p>The answer provides a simple description with some factual errors of one (or two) of the following criteria:</p> <ul style="list-style-type: none"> • relevant event/s and/or • significant person/people and/or • key idea/s <p>OR</p> <p>The answer provides a simple description of the source</p>	1
<p>Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.</p>	

3. Identify and explain the message/s of Source 2. Provide evidence in your response.

Description	Marks
Accurately identifies and clearly explains the message/s of Source 2. Provides clear evidence to support the answer	4
Identifies and briefly explains the message/s of Source 2. Provides limited evidence to support the answer	3
Identifies and describes a message of Source 2, with little explanation and/or evidence provided	2
The answer reflects little understanding of Source 2, with a simple recount of the contents of the source	1
<p>Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.</p>	

4. Identify and account for the different representations and interpretations of Hatshepsut presented by Source 1 and Source 2.
Include specific reference in your response to the sources and where appropriate include discussion of origin, purpose, motive, place, and/or time.

Description	Marks
Accurately identifies the representation of Hatshepsut presented in Source 1	1
Accurately identifies the representation of Hatshepsut presented in Source 2	1
Subtotal	2
Account for the representations of Source 1 and Source 2	
<p>Provides a clear and detailed account for the representations of Source 1 and Source 2. The account includes specific reference to the sources and a discussion of the following factors as appropriate to each source:</p> <ul style="list-style-type: none"> • origin and/or • purpose and/or • motive and/or • place and/or time 	4
<p>Provides a clear and detailed account for the representation of one source. The account includes specific reference to the source and a discussion of the following factors as appropriate to the source:</p> <ul style="list-style-type: none"> • origin and/or • purpose and/or • motive and/or • place and/or time <p>AND</p> <p>Provides a limited account for the representation of the other source. The account includes a limited discussion of some of the following factors as appropriate to the source:</p> <ul style="list-style-type: none"> • origin and/or 	3

Description	Marks
<ul style="list-style-type: none"> purpose and/or motive and/or place and/or time 	
Provides a limited account for the representations of Source 1 and Source 2. The account includes a limited discussion of some of the following factors as appropriate to each source: <ul style="list-style-type: none"> origin and/or purpose and/or motive and/or place and/or time 	2
Makes statements about the representation of one source	1
Subtotal	4
Total	6
Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

5. Using your own knowledge of your period of study, discuss the contribution of **both** sources to our understanding of Hatshepsut.

Description	Marks
Source 1	
Discusses the contribution of Source 1 to an understanding of Hatshepsut Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 1 to an understanding of Hatshepsut	3–4
States the contribution of Source 1 to an understanding of Hatshepsut Makes limited use of own knowledge or other sources to support the answer	1–2
Subtotal	4
Source 2	
Discusses the contribution of Source 2 to an understanding of Hatshepsut Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 2 to an understanding of Hatshepsut	3–4
States the contribution of Source 2 to an understanding of Hatshepsut Makes limited use of own knowledge or other sources to support the answer	1–2
Subtotal	4
Total	8
Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom, including other sources that have been used.	

2. Explain the concept of ma'at. (4 marks)

3. Identify Hatshepsut's relationship to Tuthmosis I, and Tuthmosis II. (2 marks)

4. Identify and explain significant early influences on Hatshepsut. (4 marks)

Marking key for sample assessment task 5 – Unit 2

1. Describe the roles of the pharaoh in Egyptian society at the time of Hatshepsut.

Description	Marks
Describes in detail the roles of the pharaoh in Egyptian society at the time of Hatshepsut Provides examples to support the answer	3–4
States some of the roles of the pharaoh in Egyptian society at the time of Hatshepsut Provides limited to no examples to support the answer	1–2
Answer could include, but is not limited to:	
The roles of the pharaoh in Egyptian society at the time of Hatshepsut included: <ul style="list-style-type: none"> • establishing and maintaining ma'at • maintaining the continuing prosperity of the land • serving as intermediary between the gods and the Egyptian people • restoring existing temples, building new temples and other public buildings, and taking part in religious festivals and rituals • serving as protector of Egypt as the warrior-pharaoh • the administration of Egypt (with the bureaucracy) 	

2. Explain the concept of ma'at.

Description	Marks
Explains the concept of ma'at Provides examples to support the answer	3–4
Describes the concept of ma'at Provides limited to no examples to support the answer	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Ma'at is the concept of the established order of the universe between the gods and humans • Ma'at involves truth, justice, harmony, balance, law, order, morality • The Pharaoh established and maintained ma'at on behalf of the people • Ma'at was also personified as a goddess who regulated the stars, the seasons and the actions of people and gods 	

3. Identify Hatshepsut's relationship to Tuthmosis I, and Tuthmosis II.

Description	Marks
Hatshepsut was Tuthmosis I's daughter	1
Hatshepsut was Tuthmosis II's half-sister and wife	1
Total	2

4. Identify and explain significant early influences on Hatshepsut.

Description	Marks
Accurately identifies and clearly explains significant early influences on Hatshepsut Uses examples to support the answer	3–4
Identifies significant early influences on Hatshepsut Uses limited to no examples to support the answer	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Several Old Kingdom queens had great power and influence, such as Khentkawes I and Neith, who may have been pharaohs in their own right Several early New Kingdom queens were also very powerful, such as Tetisheri, the grandmother of Ahmose and Queen Ahhotep, Tetisheri's daughter, who may have played an important political role and been regent for her son, and she may have quelled a rebellion in Upper Egypt These early queens may have paved the way for Hatshepsut to claim power as pharaoh These early queens also gained great religious power through their links to the main god of Thebes, Amun Re - they were known as 'God's Wife of Amun'. Hatshepsut also used this religious power and link to the god to support her claim to power 	

5. Explain how Hatshepsut's role and status changed over time.

Description	Marks
Explains how Hatshepsut's role and status changed over time Uses examples to support the answer	3–4
Describes how Hatshepsut's role and status changed over time Uses limited to no examples to support the answer	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Hatshepsut began as a royal female and a king's (Tuthmosis I's) eldest daughter which gave her great influence Hatshepsut then became the sister-wife of her half-brother who was also a pharaoh, Tuthmosis II On the death of her brother-husband, Hatshepsut became the regent for her step-son, Tuthmosis III, which gave her great power and influence as she ruled on her step-son's behalf When Hatshepsut had herself crowned as pharaoh she became all-powerful. The pharaoh of Egypt had supreme power which included administrative power, military power and religious power. The welfare of Egypt was reliant on the pharaoh 	

6. Identify and explain the methods Hatshepsut used to reinforce her power.

Description	Marks
Accurately identifies and clearly explains the key methods Hatshepsut used to reinforce her power Provides detailed examples to support the answer	7–8
Accurately identifies and provides some explanation of some of the methods Hatshepsut used to reinforce her power Provides some examples to support the answer	5–6
Identifies and briefly describes some of the methods Hatshepsut used to reinforce her power Uses limited examples to support the answer	3–4
States a few of the methods Hatshepsut used to reinforce her power Uses limited to no examples to support the answer	1–2

Answer could include, but is not limited to:

- Hatshepsut used her position as King's Daughter to reinforce her power, but she also claimed that she was the daughter of Amun and used this religious link to legitimise her claim. There are reliefs of the 'divine birth' on the colonnade at Deir el Bahari
- Hatshepsut also publicised the claim that her father chose her as his heir and he made her pharaoh. Scenes of this coronation of Hatshepsut by Tuthmosis I are on the Middle Colonnade at Deir el Bahari
- The images of Hatshepsut as pharaoh became more masculine, which reinforced or legitimised her power
- Hatshepsut sent a trade mission to Punt and this was presented as a major accomplishment. The best produce from the trip was dedicated to Amun. There are reliefs of this expedition at Deir el Bahari
- Hatshepsut claimed military campaigns and portrayed herself as the traditional warrior-pharaoh and this is represented in reliefs at Deir el Bahari
- Hatshepsut conducted an extensive building program and restored much of what was damaged by the Hyksos. The building program included the Speos Artemidos temple, the temple of the Lady at Cusae, a temple for the goddess Pakhet, reconsecrating temples for Hwor, Uni and She and the mortuary temple at Deir el Bahari
- Hatshepsut also had important supporters, such as her main adviser Senmut and Amun's priesthood who acted to reinforce her power through their own influence