**Sample Assessment Outline**

Ancient History (Egypt)

ATAR Year 11

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

**Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

# Sample assessment outline

# Ancient History (Egypt) – ATAR Year 11

## Unit 1 and Unit 2

This assessment outline is based on Unit 1, Elective 1 – Egypt: From Tetisheri to Tuthmosis III and Unit 2, Elective 1 – Egypt: From Amenhotep IV/Akhenaten to Horemheb

| **Assessment type (from syllabus)** | **Assessment type weighting (from syllabus)** | **Assessment task weighting** | **When** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Historical inquiry | 20% | 10% | Semester 1Part A: Issue Week 8Submit Week 14Part B: Week 14 | Task 3: Historical inquiry – contribution of modern experts and institutionsPart A: Topic – investigation of the contribution of a modern expert or institution (from a list provided) to an understanding of either Hatshepsut or Tuthmosis III. Students submit their proposition, focus questions, research notes, sources and reference list to be marked.Part B: In-class validation extended answer – an unseen extended answer question under test conditions. |
| 10% | Semester 2Part A: Issue Week 11 and Submit Week 14Part B: Week 14 | Task 7: Historical inquiry – the usefulness and reliability of evidence for TutankhamunPart A: Topic­ – investigation of the usefulness and reliability of new scientific methodologies, and the work of scholars, historians, scientists and archaeologists in improving our understanding of either the health of Tutankhamun, the royal lineage of Tutankhamun and/or Tutankhamun’s tomb and its contents.Part B: In-class validation extended answer – an unseen extended answer question under test conditions. |
| Short answer | 20% | 10% | Semester 1Week 4 | **Task 1: Short answer** – wars against the HyksosFour unseen questions from a selection of five under test conditions. These questions may or may not be scaffolded and can include response to stimulus/sources. Topic – the Wars against the Hyksos; the reunification of Egypt under Theban leadership; and weapons and warfare as a significant feature of the society. |
| 10% | Semester 2Week 6 | Task 5: Short answer – the nature and impact of the Amarna revolutionFour unseen questions from a selection of five under test conditions. These questions may or may not be scaffolded and can include response to stimulus/sources. Topic – the nature and impact of the Amarna revolution. |
| Extended answer | 20% | 10% | Semester 1Week 9 | Task 2: Extended answer – changing interpretations of HatshepsutAn unseen extended answer question that may or may not be scaffolded and may or may not include response to stimulus. To be conducted under test conditions.Topic – the changing nature of interpretations of evidence regarding Hatshepsut.  |
| 10% | Semester 2Week 8 | Task 6: Extended answer – evidence for AkhenatenAn unseen extended answer question that may or may not be scaffolded and may or may not include response to stimulus. To be conducted under test conditions.Topic – the difficulties around interpreting evidence for the Amarna period and Akhenaten.  |
| Examination | 40% | 15% | During Semester 1 Exam Break (Week 16) | Task 4: Semester 1 examination –2.5 hours using a modified examination design brief from the Year 12 ATAR syllabus.Section One: Short answer – (50%) Unit 1 (five questions from a choice of six) 50 minutes.Section Two: Extended answer (50%) Unit 1 (two questions from a choice of three) 100 minutes. |
| 25% | During Semester 2 Exam Break (Week 16) | Task 8: Semester 2 examination – 3 hours plus 10 minutes reading time. Same format as the Year 12 ATAR course.Section One: Short answer – Part A Unit 1: four questions from a choice of five (25%) and Part B Unit 2: four questions from a choice of five (25%).Section Two: Extended answer – Part A Unit 1: one question from a choice of three (25%) and Part B Unit 2: one question from a choice of three (25%). |
| **Total** | **100%** | **100%** |  |