



f

**GEORGES RIVER COLLEGE PEAKHURST CAMPUS**  
**HSIE Faculty**  
**NOTIFICATION OF ASSESSMENT TASK 2021**

<b>Year:</b> 9	<b>Subject:</b> History Elective	
<b>Date due:</b> Week 4 (Friday 20 <sup>th</sup> May), Week 6 (Friday 3 <sup>rd</sup> June), Week 8 (Friday 17 <sup>th</sup> June) and Week 10 (Friday 1 <sup>st</sup> July)		
<b>Weighting:</b> 25%	<b>Task Number:</b> 2	<b>Topic:</b> Aztec society and conquest
<b>Syllabus outcomes:</b> <ul style="list-style-type: none"><li>• HTE5.4 explains the importance of key features of past societies or periods, including groups and personalities</li><li>• HTE5.7 explains different contexts, perspectives and interpretations of the past</li><li>• HTE5.10 selects and uses appropriate forms to communicate effectively about the past</li></ul>		
<b>Assessment criteria:</b> <p>In your answer/s you will be assessed on how well you:</p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of key features of Aztec society and the impact of the Spanish conquest</li><li>• Account for different contexts, perspectives and interpretations of Aztec society and conquest</li><li>• Effectively communicate an understanding of key aspects and concepts through the chosen activities</li></ul>		

**Task information:**

- You will need to put together a **digital** portfolio of work for this task.
- Each fortnight, you will need to complete at least one activity of your choosing. Each activity has been allocated points. **By the end of week 10, you need to have completed at least 25 points** to meet the requirements of this task.
- Activities have been grouped into different colours. By the end of Week 10, you must have completed at least **ONE Orange, ONE Blue and ONE Green activity** in total.

**Submission Information:**

- In most cases, work should be submitted in our 9 History Elective Google Classroom under the appropriate week in the Aztec Portfolio Task' topic.
- Work that cannot be submitted online, such as posters, models or speeches should be handed in by the end of the designated week.
- Technology issues will not be accepted as a reason for late submission.
- You will receive at least ONE period per fortnight to work on your task (Wednesday - Week B, Period 1).


**Note: This task is part of your formal assessment in this subject. Tasks not submitted on or before the scheduled date will receive zero and a ROSA warning letter. . Failure to attempt this task will impact your assessment grade and report. If you are sick on the scheduled dates, you will have to provide appropriate documentation, such as a medical certificate, to support your appeal. This will need to be presented to Ms Diamond on the first day of your return to school. An after-school reflection will be issued to complete work not submitted.**

**Important:**

- **Plagiarism is unacceptable in all forms.** Students found to be plagiarising will receive zero. All information must be in your own words. Copying and pasting from any source is considered to be plagiarism. If you are caught plagiarising, you will have to resubmit the task in order to meet the syllabus requirements.
- **Plagiarism** - 'the imitation or use of another's ideas and manner of expressing them to be passed off as one's own.' Source: Macquarie Concise Dictionary – 3<sup>rd</sup> Ed.


**KNOWLEDGE and UNDERSTANDING:** Choose at least ONE of the following tasks.

Complete by **Friday Week 4 Term 2**

<p>Undertake research to create 20 multiple choice questions (with answers) on the Aztec civilisation. Use Kahoot or Google forms to construct your quiz. (5 points)</p>	<p>Make a model of an Aztec sun disk. You could use clay, kinetic sand or draw one on paper. You must also provide a description of its significance in Aztec culture. Hand in a photo of your creation. (5 points)</p>	<p>Create a presentation or tourist brochure which describes key natural features and settlements within the Aztec empire. Also include a map showing the location of these sites and features. (5 points)</p>	<p>Research then write an account of an important person in Aztec history. Write it in PEEL structure. Use at least one picture and no less than ten sentences. (5 points)</p>	<p> Consult with your teacher if you have an activity that you would like to develop. (5 points)</p>
--	---	--	--	---


**KNOWLEDGE and UNDERSTANDING:** Choose at least ONE of the following tasks.

Complete by **Friday Week 6 Term 2**

<p>Write two PEEL paragraphs (no less than ten sentences in total) describing the role of the emperor in Aztec society, using a particular emperor as an example. (5 points)</p>	<p>Create a picture gallery (with annotations) depicting the religious and spiritual beliefs of the Aztecs. This could be done as a online poster, infographic etc. (5 points)</p>	<p> Consult with your teacher if you have an activity that you would like to develop. (5 points)</p>	<p>Convert the lyrics of a current song to reflect the experiences of an Aztec warrior or priest. (5 points) Also record your song. (10 points)</p>	<p>Create a presentation on the different medicines and treatments used by the Aztecs. Suggested length = 6-8 slides. You could use Canva, Prezi or Powerpoint. (5 points)</p>	<p>Empathy task: Write a series of diary entries 300-500 words describing daily life and your experiences in an Aztec settlement. (5 points)</p>
--	--	--	---	--	--

**APPLICATION:** Choose at least ONE of the following tasks.

Complete by **Friday Week 8 Term 2.**

<p>Deliver a three minute presentation on Aztec social structure or the education of children. This may be recorded or done in front of the class. (5 points)</p>	<p>Create an Aztec 'café' menu (with a <u>description of items</u>) using only the foods and drinks they had available (5 points) Also choose one of the dishes to cook. Take a video or submit photos of what you make.(10 points)</p>	<p>Research the creation myths of the Aztec gods. Provide a brief summary. In addition, apply this knowledge to help you create your own Aztec god. Include a creation story and a picture. (5 points)</p>	<p>Create a cartoon strip about the Spanish invasion in the Americas and the Aztec response. This can be done online using Canva or on paper by hand. (5 points)</p>	<p></p> <p>Consult with your teacher if you have an activity that you would like to develop. (5-10 points)</p>
---	---	--	--	---

**SYNTHESIS and EVALUATION:** Choose at least one of the following tasks.

Complete by **Friday Week 10 Term 2**

<p>Design a poster showing an Aztec warrior in armour. Include weapons and equipment. Write 3-4 PEEL paragraphs discussing the strengths and weaknesses of the Aztec warrior in battle compared with the Spanish soldier. (10 points)</p>	<p>Write a poem about the Spanish invasion and the destruction of the Aztec civilisation. (5 points) Choose 2-3 language and/or poetic techniques from the poem, and provide a 150–200-word justification that explains your creative writing choices. (10 points)</p>	<p>Construct a board game based on any aspects/s of Aztec civilisation and/or culture. It must be for 2-4 people and aimed at high school students to educate and entertain. (10 points)</p>	<p>Write an essay assessing the impact of Spanish colonisation on the Americas, using the Aztecs as a case study . Your essay should be a minimum of 5 paragraphs, including an introduction and conclusion. (10 points)</p>
<p></p> <p>Consult with your teacher if you have an activity that you would like to develop. (5-10 points)</p>	<p>Construct a webpage, which promotes the ancient city Tenochtitlan as a historical tourist site. (10 points) *See your teacher if you are going to choose this.</p>	<p>Design a brochure or information poster for <i>your</i> museum of Aztec antiquities (. Include an explanation of what will be on show and what they tell us about Aztec history and culture. (5 points)</p>	<p>Was Aztec human sacrifice as widespread as the Spanish Conquistadors claimed? Research and present your answer in any form you wish. (10 points)</p>

## Marking Rubric

Your completed portfolio will be evaluated based on the rubric below:

<b>Criteria</b>	A Working well beyond standard	B Exceeding standard	C Meets standard	D Working toward standard	E Not yet reaching standard
<p><b><i>Content</i></b> <i>Explains the importance of key features of past societies or periods, including groups and personalities</i></p>	Provides a clear, logical and highly detailed explanation of key features relating to Aztec society.	Provides a detailed explanation of key features relating to Aztec society.	Provides an explanation of key features relating to Aztec society.	Provides an outline of key features relating to Aztec society.	Provides little or no features relating to Aztec society.
<p><b><i>Perspective and interpretation</i></b> <i>Accounts for different contexts, perspectives and interpretations of the past</i></p>	Demonstrates a highly developed ability to account for different contexts, perspectives and interpretations of the past	Demonstrates a developed ability to account for different contexts, perspectives and interpretations of the past	Demonstrates a sound ability to account for , perspectives or interpretations of the past	Demonstrates a basic understanding of different contexts, perspectives or interpretations of the past	Demonstrates a very limited understanding of different contexts, perspectives , or interpretations of the past
<p><b><i>Communicates</i></b> <i>Selects and uses appropriate forms to communicate effectively about the past .</i></p>	Effectively selects an appropriate medium to communicate a thorough understanding of Aztec society.	Effectively selects an appropriate medium to communicate an understanding of Aztec society.	Communicates a sound understanding of Aztec society through an appropriately selected medium.	Communicates a basic understanding of Aztec society through the medium selected.	Communicates little or no understanding of Aztec society through the medium selected.