



GEORGES RIVER COLLEGE PEAKHURST CAMPUS

HSIE Faculty

NOTIFICATION OF ASSESSMENT TASK

Year: 9	Subject: Elective History
Date due: Monday 22 nd March, 2022. (Week 9B)	Time allowed: 1 periods per cycle 6 weeks)
Weighting: 1520%	Task Number: 1

Topic: History, heritage and archaeology- Site Study

Syllabus outcomes:

- HTE5.1 applies an understanding of history, heritage archaeology and the historical inquiry process
- HTE5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5.10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Assessment criteria:

In your answer/s you will be assessed on how well you:

- Locate and select relevant information and appropriate historical sources.
- Present your findings as a speech and PowerPoint

OR

Submit your presentation with voice recording and animation e.g. Use www.animoto.com

- Demonstrate your ability to undertake a historical inquiry and analyse relevant historical sources to support the inquiry process

Task Information:

What is it? This task is an oral research presentation. The presentation should be between 5-8 minutes. You will be penalised if your presentation is too short or too long.

When is it due? The presentations (both in class and online) are due on Monday 22nd March 2022(Week 8B). In

ALL speeches, presentations, props, etc. must be handed in before the beginning of this lesson). Your PowerPoint presentation **AND** speech must be submitted on Google classroom before the lesson begins. Names will be called out in random order. You must be ready to give your presentation on the day it is called out. All work is to be submitted on Google Classroom before the start of the lesson. If you are recording your presentation, you will need to submit the online link OR hand in an mp4 file.

What is the aim of this task? The aim of this task is to develop your research skills by undertaking a historical inquiry. In addition, this task will develop your ability to analyse relevant historical sources. You will need to locate and analyse both primary and secondary sources.

A. Choose a topic from the table below:

1. The entombed warriors from Xian	8. Pompeii
2. Masada	9. Karnak Temple
3. Stonehenge	10. The archaeological site of Troy
4. Petra	11. Angkor Wat
5. Abu Simbel	12. Machu Picchu
6. Mycenae	13. Ur
7. Knossos	14. Lake Mungo

B. You will need to research this topic and develop a presentation covering the following areas. **If you are completing this task by yourself, you only need to complete Section 1 and Section 2. If you are completing this task with a partner, you must complete Section 1, Section 2, Section 3 and Section 4.**

Section 1: A **detailed** overview of the chosen case study: e.g. What is it? Where is it? When was it built? In addition, provide general information about the civilisation it belongs to.

Section 2: Choose 2 **Primary** written and/or archaeological sources to support your presentation. For each, name and explain the source. Where was it found? Who made it? What information do we get from it? Raise any issues concerning bias, reliability, etc you think are relevant.

Section 3: Give an account of the role of an archaeologist and/or historians in relation to this case study. Who? What did they do? How did they do it? (Note: This can be a recent archaeologist or group that has worked on the site or the original person who discovered it).

Section 4: Discuss issues relating to the ownership and custodianship of the site. Who owns this site? Who is responsible for the maintenance/up-keep of the site Is this place designated as a World Heritage site? If so, why and what does this mean for the preservation of the site? What are the problems with looking after this site?

C. Other important information

- Your presentation must not be a word-for-word copy of your speech/ voice recording. Instead, the presentation should outline the key points discussed .It is the speech that will provide the detailed information regarding your historical inquiry.
- All images (pictures) must be **labelled**.
- You must consider the size and type of the text font you use to make sure it can be read easily by your audience. Also make sure that your background colour contrasts with your Use contrasting colours as similar colours can make text difficult to read.
- You must use appropriate written and verbal communication to achieve the best marks. For example, consider the pace, volume, pitch, eye-contact and body language to effectively convey your information.
- You are to hand in a copy of your speech and PowerPoint if you are presenting it in front of the class. If you are handing in a digital presentation with voice recording, you must also hand in a copy of your script.
- You will be given some research time during class, however, it is limited so make sure you use this wisely!
- You are welcome to choose an alternate archaeological site to research, however, you must get prior approval from Ms Diamond.

Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero marks. All work must be put into your own words. Cutting and pasting from any source is considered a form of plagiarism. If you are caught plagiarising, you will have to resubmit the task to meet syllabus requirements. You will receive zero and will be placed on reflection after school.

IMPORTANT: This task is part of your formal assessment for this subject and contributes to your ROSA (Record of School Achievement). Tasks not submitted on the due date will receive zero and an N-warning letter. Tasks must be completed to satisfy ROSA course requirements. If you are sick on the due date you will have to provide appropriate documentation, such as a medical certificate to support your appeal. This will need to be presented with your task to Miss Diamond on the morning of the first day you are back at school.

Year 9 Elective History Oral Assessment Task

Marking Guidelines

<ul style="list-style-type: none"> • Provides a clear, accurate and logical description of the chosen case study with relevant background information • Selects at least 2 appropriate sources and assesses the information it provides for the chosen case study <i>Thoroughly explains the contribution of key people or groups.</i> • <i>Presents a clear and accurate discussion about issues relating to ownership and custodianship of the past</i> <ul style="list-style-type: none"> • Uses a range of historical terms and concepts appropriately • Uses volume, pace, pitch, eye-contact and body language to effectively convey accurate historical information 	16-20 marks
<ul style="list-style-type: none"> • Provides a strong description of the chosen case study with relevant background information • Selects appropriate sources and makes a good assessment of the information it provides for the chosen case study <i>Describes the contribution of key people or groups.</i> • <i>Presents a discussion about issues relating to ownership and custodianship of the past</i> • Uses a variety of historical terms and concepts • Makes use of volume, pace, pitch, eye-contact and body language to convey accurate historical information 	11-15 marks
<ul style="list-style-type: none"> • Provides a satisfactory description of the chosen case study with sound background information • Makes a sound attempt to identify the information it provides about the chosen case study • <i>Provides a satisfactory description of the contribution of key people or groups.</i> <p><i>Provides a limited discussion about issues relating to ownership and custodianship of the past</i></p> <ul style="list-style-type: none"> • Uses some historical terms and concepts appropriately • Makes use of voice or eye-contact or body language to convey some accurate historical information 	6-10 marks
<ul style="list-style-type: none"> • Provides little or no description of the chosen case study or with little background information • Makes limited use of sources and provides basic relevant information • <i>Provides little or no explanation of the contribution of key people, groups, events, institutions or sites</i> • <i>Provides little or no discussion about issues relating to ownership and custodianship</i> • Makes little or no use of historical terms and concepts • Makes limited use of voice or body language to convey some historical information 	1-5 marks

Comment:

Mark

/20