 Assessment task – Ancient Australia

This document references the [Ancient History Stage 6 Syllabus](https://syllabus.nesa.nsw.edu.au/ancient-history-stage6/) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

**Purpose of task**: Site study

Outcomes

Students:

* **AH11-1** describes the nature of continuity and change in the ancient world.
* **AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument.
* **AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
* **AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history.

Objectives

Knowledge and Understanding

Students:

* KU-2 develop an understanding of continuity and change over time. .

Values

Students:

* VA-1 appreciate the influence of the past on the present and the future.
* VA-2 value the contribution of the study of Ancient History to lifelong learning, and active and informed citizenship.

Skills

Students:

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

Learning across the curriculum

Cross-curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures
* Sustainability

General capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Personal and social capability

Other areas of learning

* Work and enterprise

Task Description

1. Select an Australian archaeological site that highlights the longevity of Australia’s Aboriginal and Torres Strait Islander people. You can choose a local example or an example that you have studied in class.
2. Explain the significance of your selected site in terms of the history of Ancient Australia, through reference to and the analysis of a range of site-specific sources.

 Site-specific sources could include -

* + Archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains
1. Your findings need to be presented in the format of an online magazine article.

 Key features of your article should include:

* + A structured information report format
	+ Relevant images for example: photos, artistic representations, digital reconstructions, different types of maps
	+ Graphic representations of data
1. Areas of investigation that you might decide to cover in your article could include:
	* Changing interpretations and excavation methods for example - scientific investigation techniques
	* Factors regarding conservation and preservation
	* Ethical issues
	* Historical debates
	* Significance of the site today
2. The task will be issued at the beginning of the topic.

Students will be expected to submit a process diary as a supporting document on the due date.

The process diary needs to display a consistent approach to recording a development of understanding.

**Differentiation** options for this task should include:

* Outline the processes that need to be followed when undertaking a historical investigation
* Research skills sessions
* Scaffolds for process diary entries, source reports, written responses and article structure
* Source analysis checklists
* Presentation methods could be varied as a report / poster / oral task etc.
* Modelled sites and investigation examples
* Glossary of key terms and definitions
* Teacher meetings with individual students to share progress and set targets / milestones
* Regular engagement with school based Learning and Support Team to provide support and guidance to students from the points of design, distribution and completion of the task

Marking Criteria

| Criteria | Marks |
| --- | --- |
| * Demonstrates an informed and comprehensive description of the nature of continuity and change in the ancient world through the use of their selected site
* Outstanding level of analysis and interpretation of a range of sources that are used as evidence to support a historical account
* Presents a sustained, logical and cohesive response that uses a range of appropriate historical terms and concept
* Demonstrates an informed and comprehensive understanding of the contemporary methods and issues involved in the investigation of ancient history s
 | 9-10 |
| * Demonstrates an informed description of the nature of continuity and change in the ancient world through the use of their selected site
* High level of analysis and interpretation of a range of sources that are used as evidence to support a historical account
* Presents a logical response that uses appropriate historical terms and concepts
* Demonstrates an informed discussion of comprehensive understanding of the methods and issues involved in the investigation of ancient history
 | 7-8 |
| * Demonstrates understanding of the nature of continuity and change in the ancient world through the use of their selected site
* Sound level of analysis and interpretation of sources that are used as evidence to support a historical account
* Presents a sound response using historical terms and concepts
* Demonstrates an understanding of contemporary methods and issues involved in the investigation of ancient history
 | 5-6 |
| * Provides description of continuity and/or change in the ancient world through the use of their selected site
* Basic level of analysis and/or interpretation of sources that may be used as evidence to support a historical account
* Presents a basic response that uses some historical terms and concepts
* Provides information about contemporary methods and / or issues involved in the investigation of ancient history
 | 3-4 |
| * Makes a few general comments about continuity and/or change in the ancient world and may refer to their selected site
* Limited interpretation of sources
* Provides a limited response that may use historical terms and/or concepts
* Makes a few general statements about methods and / or issues involved in the investigation of ancient history
 | 1-2 |