

## Ancient History 2019 v1.2

IA2: Sample assessment instrument

### Investigation — independent source investigation (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

**Student name**

**Student number**

**Teacher**

**Issued**

**Due date**

### Marking summary

Criterion	Marks allocated	Provisional marks
Devising and conducting	6	
Analysing	8	
Evaluating	8	
Creating and communicating	3	
Overall	25	

# Conditions

<b>Technique</b>	Investigation — independent source investigation
<b>Unit</b>	Unit 3: Reconstructing the Ancient World
<b>Topic/s</b>	Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire
<b>Duration</b>	Approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response
<b>Mode/length</b>	Written: 1500–2000 words
<b>Individual/group</b>	Individual
<b>Other</b>	Direct quotes are included in the word length unless cited for authentication purposes (e.g. direct quotes presented alongside the source analysis).
<b>Resources</b>	Access to library and electronic resources

## Context

You have been investigating Assyria from Tiglath Pileser III to the fall of the Empire and its significance in the ancient world. Through the examination of archaeological and written sources, you have developed an understanding of how historians have constructed an understanding of social, political, religious and economic institutions and practices within Assyrian society, as well as key events and individuals that contributed to the rise and fall of the empire.

## Task

Conduct your own investigation into one aspect of the Assyrian Empire (c. 745–612 BCE) and present your findings in an independent source investigation.

To complete this task, you must:

- devise a key inquiry question and 3–5 sub-questions
- create a rationale (with a paragraph structure) that explains the thinking behind your topic
- select 4–6 sources (primary and secondary) that have not been studied in class and that demonstrate different perspectives
- analyse and evaluate the evidence from each of these historical sources (this may be in dot points)
- create a critical summary of evidence reflecting on decisions, judgments and/or conclusions
- practise ethical scholarship by using a recognised system of referencing (including a reference list).

## Checkpoints

- After approx. 3 hours: Progress check (key inquiry question, background research, selection of possible sources)
- After approx. 6 hours: Progress check (rationale, evidence gathered)
- After approx. 9 hours: Progress check (source analysis, acknowledgment of sources)
- After approx. 12 hours: Progress check (critical summary draft)
- Final submission on due date

## Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.

# Instrument-specific marking guide (IA2): Investigation — independent source investigation (25%)

## Criterion: Devising and conducting

### Assessment objective

2. devise historical questions and conduct research in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>discerning use of historical questions by creating a nuanced key inquiry question and relevant sub-questions</li> <li>detailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question</li> <li>selection of evidence from primary and secondary sources that offer different perspectives.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>appropriate use of historical questions by creating a key inquiry question and relevant sub-questions</li> <li>adequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question</li> <li>selection of evidence from primary or secondary sources that offer perspectives.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>partial or fragmented use of historical questions by creating a key inquiry question and/or sub-question/s that are irrelevant, non-historical or vague</li> <li>rudimentary use of historical research by using evidence from a source that relates to the key inquiry question, sub-question/s or non-historical statement/s</li> <li>selection of a source or sources that offer a perspective.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Analysing

### Assessment objective

3. analyse evidence from historical sources to show understanding in relation to a topic focused on a specific historical period in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>discerning identification of the features of evidence from primary and secondary sources</li><li>detailed examination of the features of evidence from primary and secondary sources</li><li>informed explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	7–8
<ul style="list-style-type: none"><li>appropriate identification of the features of evidence from primary and secondary sources</li><li>adequate examination of the features of evidence from primary and secondary sources</li><li>reasonable explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	5–6
<ul style="list-style-type: none"><li>identification of the features of evidence from sources</li><li>examination of the features of evidence from sources</li><li>explanation about how evidence from sources contributes to the development of the key inquiry question.</li></ul>	3–4
<ul style="list-style-type: none"><li>partial or fragmented identification of a feature of evidence from a source or sources</li><li>rudimentary examination of a feature of evidence from a source or sources</li><li>superficial explanation about how evidence from a source or sources relate to the key inquiry question, sub-question/s or the topic.</li></ul>	1–2
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Evaluating

### Assessment objective

5. evaluate evidence from historical sources to make judgments in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>discerning judgments about usefulness and reliability</li><li>these judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysis</li><li>these judgments are well-reasoned and corroborated.</li></ul>	7–8
<ul style="list-style-type: none"><li>effective judgments about usefulness and/or reliability</li><li>these judgments use evidence from primary and secondary sources and/or refer to perspectives included in the source analysis</li><li>these judgments are reasoned and corroborated.</li></ul>	5–6
<ul style="list-style-type: none"><li>adequate judgments about usefulness and/or reliability</li><li>these judgments use evidence from sources and/or refer to perspectives included in the source analysis</li><li>these judgments are appropriate and corroborated.</li></ul>	3–4
<ul style="list-style-type: none"><li>partial or fragmented statement/s about usefulness and/or reliability</li><li>these statement/s use evidence from a source and/or refer to a perspective included in the source analysis</li><li>these statement/s are inconsistent, superficial or vague.</li></ul>	1–2
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Creating and communicating

### Assessment objective

6. create an independent source investigation that communicates meaning to suit purpose in relation to a topic focused on a historical period in the Ancient World.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• succinct, with ideas related to the key inquiry question and sub-questions conveyed logically</li><li>• features of an independent source investigation and ethical scholarship are consistently demonstrated</li><li>• minimal errors in spelling, grammar and punctuation.</li></ul>	3
<ul style="list-style-type: none"><li>• conveys ideas related to the key inquiry question or sub-questions</li><li>• features of an independent source investigation and ethical scholarship are demonstrated</li><li>• some errors in spelling, grammar and punctuation evident.</li></ul>	2
<ul style="list-style-type: none"><li>• conveys ideas that are frequently unrelated to the key inquiry question and/or sub-question/s</li><li>• features of an independent source investigation and ethical scholarship are inconsistently demonstrated</li><li>• frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



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