

# Ancient History 2019 v1.2

## Unit 2 sample assessment instrument

September 2018

### Investigation — historical essay based on research

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues in relation to the ancient personalities and their times being studied
2. devise historical questions and conduct research in relation to an ancient personality
3. analyse evidence from historical sources to show understanding of ancient personalities and their historical context
4. synthesise evidence from historical sources to form a historical argument in relation to ancient personalities and their historical context
5. evaluate evidence from historical sources to make judgments about ancient personalities
6. create responses that communicate meaning to suit purpose in relation to ancient personalities.

<b>Subject</b>	Ancient History
<b>Technique</b>	Investigation — historical essay based on research
<b>Unit</b>	2: Personalities in their times
<b>Topic</b>	1: Hatshepsut

<b>Conditions</b>			
<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</b>	Written	<b>Length</b>	1500–2000 words
<b>Individual/group</b>	Individual	<b>Other</b>	—
<b>Resources available</b>	Access to library and electronic resources.		
<b>Context</b>			
<p>You have been studying Hatshepsut, a key personality of the Ancient World in the context of New Kingdom Egypt. You have been introduced to the social, political and economic institutions of New Kingdom Egypt, and to some of the ways Hatshepsut's life has been interpreted and represented from ancient to modern times.</p>			
<b>Task</b>			
<p>Investigate Hatshepsut as a ruler in her time and create a historical essay based on your research.</p> <ul style="list-style-type: none"> <li>• Key issues raised in class and/or issues you identify may become the basis for your investigation.</li> <li>• Your historical essay based on research requires sustained analysis, evaluation and synthesis of evidence from historical sources to fully support the hypothesis.</li> </ul>			
<b>To complete this task, you must:</b>			
<ul style="list-style-type: none"> <li>• devise your own key inquiry question</li> <li>• conduct your investigation by <ul style="list-style-type: none"> <li>– collecting evidence from primary and secondary sources that offer different perspectives</li> </ul> </li> <li>• write a historical essay based on research that has the following features <ul style="list-style-type: none"> <li>– a hypothesis you have generated</li> <li>– an introduction (which sets context, and includes your hypothesis and outline of the argument)</li> <li>– body paragraphs with topic sentences (where you analyse, evaluate and synthesise evidence from historical sources)</li> <li>– a conclusion (which draws together the main ideas and arguments)</li> <li>– appropriate spelling, punctuation and grammar</li> </ul> </li> <li>• practise ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).</li> </ul>			
<b>Stimulus</b>			
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### Checkpoints

- After approx. 3 hours: Check progress (key inquiry question, background research, selection of possible sources).
- After approx. 6 hours: Check progress (possible hypothesis, evidence gathered).
- After approx. 9 hours: Check progress (hypothesis, essay plan).
- After approx. 12 hours: Check progress (draft).

### Feedback

### Authentication strategies

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

### Scaffolding

- Possible ideas and concepts that can be used as a basis for further investigation will be discussed in class.
- Hypothesis development will be discussed and modelled in class.
- Guidelines for essay structure and referencing will be provided.