Faculty/Subject:	Ancient History	Assessment Task No:	1
Year:	12	Assessment weighting:	25%
Date Given:	13/11/19	Due date and time:	11/12/19
Student name:		Teacher:	Miss Fonti

Submission Instructions

➤ The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours and signed for.
➤ Email submissions must be sent to the following email account: shannon.fonti1@det.nsw.edu.au
➤ Assignments received after **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
➤ Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

Absence/Late Submission

Late submission:
➤ For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
➤ For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

Absence:
➤ **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
➤ **Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.
➤ Failure to provide adequate documentation will result in late submission penalties being applied.

Student Confirmation - please tick

○ This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
○ I have attached a complete bibliography - where appropriate.
○ I have kept a copy of my assignment.

Student Signature: _____

- -
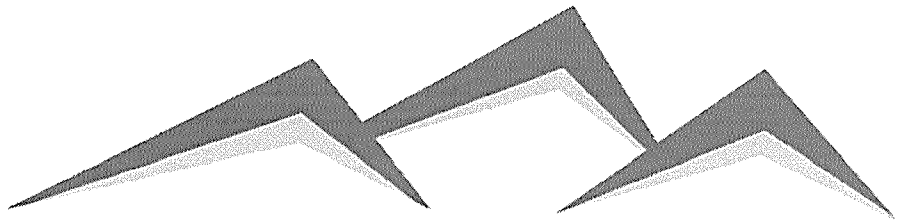
Assessment Task Receipt
Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: _____   Subject: Ancient History

Task No: 1   Due Date: 11/12/19   Date submitted: ____/____/____

Student Signature: _____   Teacher Signature: _____

Pendle Hill High School

Responsibilities Respect Rights Learning

Year 12 Ancient History

Assessment Task 1 - Source Analysis and Report

Cities of Vesuvius

Date issued: 13/11/19

Date due: 11/12/19

Weighting: 25%

OUTCOMES:

AH 12-1 accounts for the nature of continuity and change in the ancient world

AH 12-2 proposes arguments about the varying causes and effects of events and developments

AH 12-6 analyses and interprets different types of sources for evidence to support an historical account or
   argument

AH 12-8 plans and conducts historical investigations and presents seasoned conclusions, using relevant
   evidence from a range of sources

AH 12-9 communicates historical understanding, using historical knowledge, concepts and terms, in
   appropriate and well-structured forms

AH 12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

TASK:

In class, we have been studying the sites of Pompeii and Herculaneum. In this task, you will focus on the problems that have arisen as a result of the excavations at both sites.

This task has **two** components:

♦ Source analysis and bibliography
♦ Written report

You are to research the problems caused by water at either Pompeii or Herculaneum and **one** other problem from this list:

• Plants (weeds, parasitic plants, etc)
• Animals (Pigeons, stray dogs, etc)
• Damaging restoration techniques
• Poor site security
• Tourism

PART A (Source analysis and bibliography) - 10%

You are to **research** the two problems of conservation in Pompeii and/or Herculaneum by locating **six sources** (3 sources for each problem). You must include at least **one**:

• Primary source
• Secondary source
• Written source
• Archaeological source

You are to **analyse** each source by filling out and completing the attached Source Analysis Table. You are to complete a Source Analysis Table for each source in **150-200** words. An image of the archaeological sources you have found must also be attached to the table.

A **bibliography** must be included listing all **six** sources and any additional sources that are used to complete your written report. Refer to the attached material for a guide on how to properly present this information.

PART B (Written report) - 15%

Using the sources you are to write an **800 word** report on the **two** problems of conservation in Pompeii and/or Herculaneum that you have chosen to research. In your report, you MUST provide knowledge of your own topic and use a variety of sources, both archaeological and written.

In your report:

1. **Explain** the problems that water has caused at Pompeii and/or Herculaneum.
2. **Explain** how the problem of water has been managed at Pompeii and/or Herculaneum.
3. **Assess** the success of water management at Pompeii and/or Herculaneum.
4. **Explain** the effect your second problem has caused at Pompeii and/or Herculaneum.
5. **Explain** how the problem has been managed at Pompeii and/or Herculaneum.
6. **Assess** the success of the management of the problem at Pompeii and/or Herculaneum.
7. **Include** relevant sources to support your argument.

Refer to the attached material for a scaffold on how to properly structure your report.

HOW TO WRITE A BIBLIOGRAPHY

Your bibliography must be correctly referenced as shown below.

Book:
Mason, K.J. (2002). *Experience of Nationhood: Modern Australia since 1900.* McGraw Hill (4th ed).

Book with multiple authors:
Cameron, K., Lawless, J., and Young, C. (2000). *Investigating Australia's 20th Century History.* Nelson, Southbank.

Books with an editor:
Evans, CL. (ed) (1992). *The Kingfisher illustrated history of the world.* Kingfisher, London.

Website:
McCulloch, J. (2001). *Jim's Buddhism page.* [Internet]. Available from: http://home.austin.rr.com/ jmcculloch> 27 March 2002.

Journal article:
Bird, M L. (2002) Waiting for a change. *Time.* No. 11, 25 March. Pp 40-45.

Source Analysis Table

Source reference (how you would write it for your bibliography):

Location of Artefact (only necessary for archaeological source):

Type of source: e.g. Primary, Secondary, Archaeological, Written.

Comment on the PURPOSE, USEFULNESS and RELIABILITY of the source

The following questions can be used as a guide.

PURPOSE:

What is the source? (E.g. a building, an article, etc)

Why was it created? (Written sources - E.g. To inform? To persuade? To entertain? To educate?)

(Archaeological sources - give the original purpose of the item)

USEFULNESS:

What information can I get from this source?

Is this information relevant to my question/topic?

How can I use the information to help me answer my question/topic?

RELIABILITY:

Where did this information come from?

Who wrote/published this information? Why are these people/organisations reliable?

Is the information accurate - i.e. sourced and referenced correctly?

Can I trust this source? Why/why not?

If the source is archaeological, how do you know it is genuine and can be trusted?

Complete this table SIX times!!

Report Scaffold

Introduction	Introduce the topic. This may include a short description, definition or classification of the subject/topic.

Body
 	
Paragraphs 2, 3, 4, etc
	Each paragraph describes ONE aspect of the topic or answers ONE question.
	
	Short and informative headings or subheadings can be used.
	
	Each paragraph follows the TEEL structure:
	
	    Topic sentence
	
	    Explanation
	
	    Evidence - sources you have analysed
	
	    Link (back to the question)

Conclusion *Last paragraph*	Concluding information or summary paragraph - what conclusion can you make from the evidence gathered and what suggestions for future

Language

- Use specific technical vocabulary and descriptive language.
- Use third person objective language. Don't use 'I', 'we', 'us', etc.
- Determine which tense is appropriate to your report.

  * Present tense: "The platypus is one of Australia's most interesting marsupials." OR

  * Past tense: "The ancient Egyptians worshipped the Nile River."

- The language of comparison could be used, e.g. "compared with", "smaller than", "greatest", "different from", "like ..."

Vocabulary

Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it

Assess - make a judgement of value, quality, outcomes, results or size

Explain - relate cause and effect; make the relationships between things evident; provide why and/or how

Name: _____

SOURCE ANALYSIS MARKING CRITERIA	Maximum Mark	Awarded Mark
• Selects six relevant and appropriate sources (both archaeological and written). • Completes all components of the source analysis table accurately and comprehensively. • Writes a comprehensive, detailed and accurate comment on each source's purpose, usefulness and reliability. • Provides a detailed bibliography clearly showing all sources as indicated	9-10	
• Selects five relevant and appropriate sources (both archaeological and written). • Completes most components of the source analysis table accurately and comprehensively. • Writes a mostly comprehensive, detailed and accurate comment on each source's purpose, usefulness and reliability. • Provides a bibliography clearly showing all sources as indicated in the	7-8	
• Selects four relevant and appropriate sources (both archaeological and written). • Completes some components of the source analysis table accurately. • Writes a comment on each source's purpose, usefulness and reliability. • Provides a bibliography clearly showing most sources.	5-6	
• Selects three relevant and appropriate sources (archaeological and/or written). • Completes at least two components of the source analysis table accurately. • Writes a comment on either the source's purpose, usefulness and/or reliability.	3-4	
• Selects one-two relevant and appropriate source. • Completes one component of the source analysis table. • Lists the sources.	1-2	
Sub-total	10	

Comment

_____

_____

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REPORT MARKING CRITERIA	Maximum Mark	Awarded Mark
• Provides a detailed and accurate assessment or evaluation of the problems of conservation at Pompeii and/or Herculaneum. • Makes detailed and accurate references to a variety of sources, both archaeological and written. • Demonstrates historical knowledge and understanding relevant to the question using a range of historical terms and concepts appropriately. • Presents a sustained, logical and cohesive response within the stated word limit.	13-15	
• Provides a detailed assessment or evaluation of the problems of conservation at Pompeii and/or Herculaneum • Makes accurate references to a variety of sources, both archaeological and written. • Demonstrates historical knowledge and understanding relevant to the question using historical terms and concepts appropriately. • Presents a sustained and logical response within the stated word limit.	10-12	
• Provides a sound assessment or evaluation of the problems of conservation at Pompeii and/or Herculaneum. • Makes sound references to sources, both archaeological and written. • Demonstrates some historical knowledge and understanding relevant to the question using some historical terms and concepts. • Presents a logical response.	7-9	
• Provides some basic information on the problems of conservation at Pompeii and/or Herculaneum. • Refers to some sources, both archaeological and written. • Demonstrates limited historical knowledge and/or understanding relevant to the question using basic historical terms and concepts. • Presents a more limited response.	4-6	
• Provides some points on the problems of conservation at Pompeii and/or Herculaneum. • Presents limited information through simple statements. • May make very limited use of historical terms and concepts.	1-3	
Sub-total	**15**	
TOTAL	**25**	

Name: _____

Comment

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Comment