



## Sample assessment task

<b>Year level</b>	7
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	History
<b>Title of task</b>	A significant individual in an ancient society

## Task details

<b>Description of task</b>	Students conduct an inquiry into the life of a significant individual in ancient society and use their findings to create a museum display
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	<ul style="list-style-type: none"> <li>To assess students' skill development and plan further teaching if required</li> <li>To assess students' knowledge at the end of the learning cycle</li> </ul>
<b>Assessment strategy</b>	Observations, graphic organisers and practical evidence (museum display)
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>Graphic organiser</li> <li>Museum display</li> </ul>
<b>Suggested time</b>	<ul style="list-style-type: none"> <li>Research (including audio visual materials) – minimum three lessons in library</li> <li>Constructing museum display – three lessons in class</li> </ul>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>The role of a significant individual in the ancient society's history</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Construct a range of questions, propositions and hypotheses</p> <p>Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p>Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question</p> <p>Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)</p> <p>Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)</p> <p>Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources</p>
<b>Key concepts</b>	Source, Evidence, Cause and effect

## Task preparation

<b>Prior learning</b>	Students are familiar with the roles of key groups in ancient history, their significant beliefs, values and practices, and the influence of law and religion. They are able to construct a range of inquiry questions and create a museum exhibit to display the results of their research.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.  Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

<b>Assessment conditions</b>	Individual work in library to conduct research and in class to construct a museum display
<b>Resources</b>	<ul style="list-style-type: none"><li>• Inquiry process booklet</li><li>• Library and internet resources</li><li>• Examples of virtual museums online</li></ul>

## **Instructions for teacher**

### **A significant individual in an ancient society**

#### **Part A: Inquiry process**

Students choose a significant individual from the list provided, research their life and impact on the society in which they lived (and present their findings in the form of a museum display).

Students are to:

- develop focus questions
- select and use a range of sources which contain key information about the life of the significant individual and their impact on their ancient society
- make notes to answer the focus questions using the sources they have selected
- prepare a bibliography of the sources using the format provided
- construct a museum display which incorporates answers to the focus questions and covers all aspects of the task.

#### **Part B: Constructing the display**

Students present their research findings in the form of a museum display.

- the background of the significant individual (family background, early influences)
- the career of the significant individual (key events in their lives, methods used to achieve aims, relationships with other individuals and groups)
- challenges to the individual presented by others
- manner and impact of their death
- the legacy of the significant individual (assessment of their life and career, ways they shaped or changed their society, their long-term impact and legacy).

## Instructions to students

### A significant individual in an ancient society

#### Part A: Inquiry process

Investigate the life of a significant individual in an ancient society.

- Choose one individual from the list provided in your inquiry booklet.
- Use the inquiry booklet to record your information.
- You will have three lessons to conduct your inquiry.
- Lastly, remember to include a bibliography. A range of references must be used.

#### Part B: Constructing the display

Present your findings as a museum display which will be constructed in class, in three lessons, using your inquiry booklet.

The museum display must include:

- the background of the significant individual (family background, early influences)
- the career of the significant individual (key events in their lives, methods used to achieve aims, relationships with other individuals and groups)
- challenges presented by others
- manner and impact of their death
- the legacy of the significant individual (assessment of their life and career, ways they shaped or changed their society, their long-term impact and legacy).

**1. Choose a significant individual from the following list:**

- Egypt – Akhenaten or Rameses II or Cleopatra
- Greece – Pericles or Alexander the Great
- Rome – Julius Caesar or Augustus Caesar
- India – Ashoka
- China – Qin Shihuang



Emperor Augustus

[From: *File:Empereur Auguste Portrait.jpg*. (n.d.). Retrieved July, 2014, from [http://commons.wikimedia.org/wiki/File:Empereur\\_Auguste\\_Portrait.jpg](http://commons.wikimedia.org/wiki/File:Empereur_Auguste_Portrait.jpg)  
Courtesy of the University of Texas Libraries, The University of Texas at Austin.]



Emperor Qin Shihuang

[From: *File:Qinshihuangdi3.jpg*. (n.d.). Retrieved July, 2014, from <http://commons.wikimedia.org/wiki/File:Qinshihuangdi3.jpg>]

**2. What do I already know about the topic?**

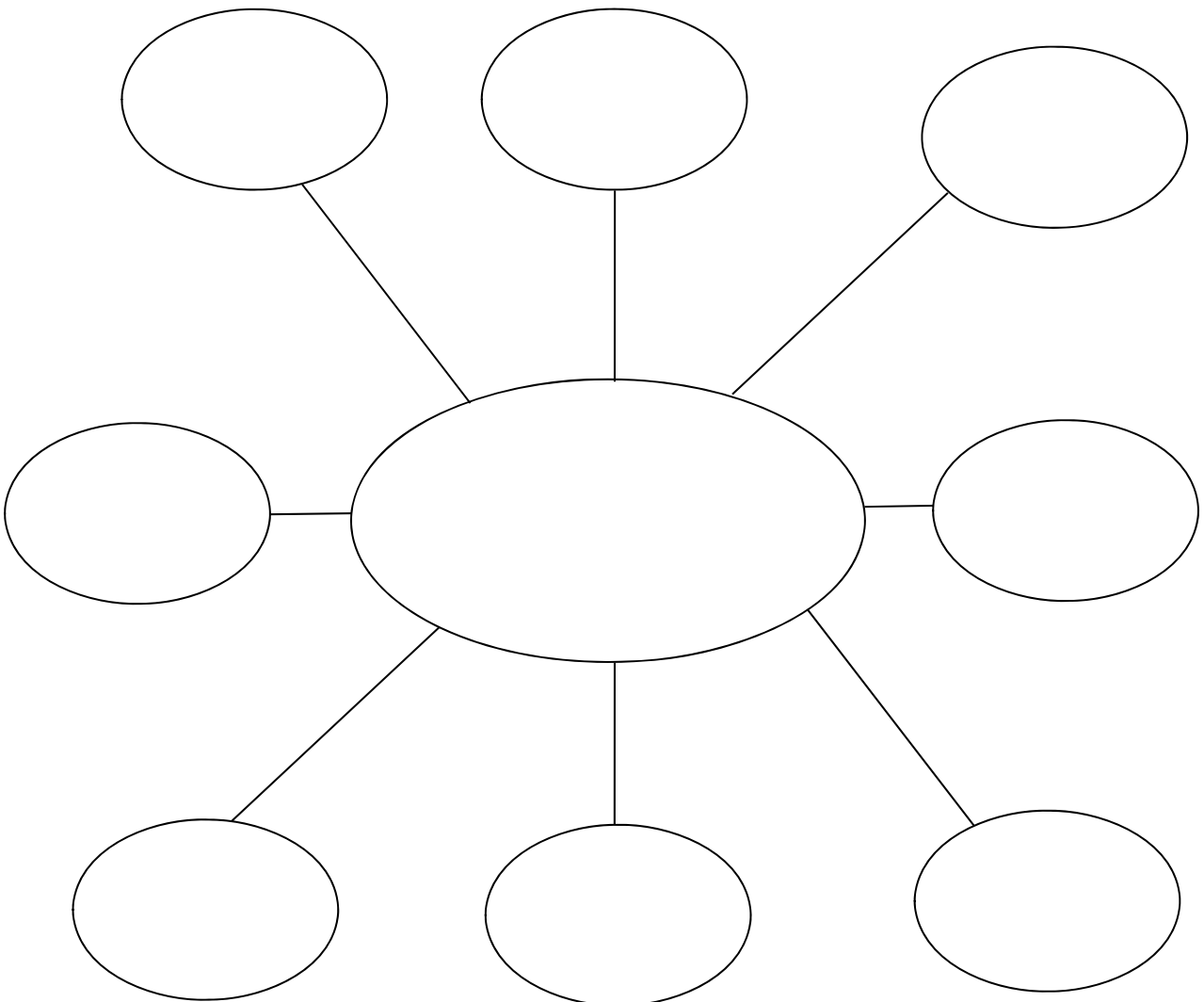
Background of the significant individual


Career of the significant individual


Manner of the individual's death and the impact on their ancient society


Legacy of the significant individual: Why is this individual famous or why are they remembered?


**3. What more do I need to know about the topic?**





## 5. Note taking sheet

### Focus question 1

### Key points from information sources and reference details



**Focus question 2**

**Key points from information sources and reference details**

**Focus question 3**

**Key points from information sources and reference details**

**Focus question 4**

**Key points from information sources and reference details**

**Focus question 5**

**Key points from information sources and reference details**

## 6. List of resources used

**The ethical recording and communicating of evidence:** List the bibliographical information of all resources from which you have taken information. You are legally required to acknowledge the author or editor who wrote or compiled the information you have used for your assignment.

### Bibliography/reference list framework

#### Books

Author	Year	Title	Publisher	Place
More than one author				

#### Encyclopedia or dictionary

Author	Year	Title of article	Title of encyclopedia	Vol	Publisher	Place	Page(s)

#### Magazine articles

Author	Year	Title of article	Title of magazine	Volume	Number	Page(s)

#### Newspaper articles

Author	Year	Title of article	Title of newspaper	Date	Page(s)

**Film or video**

Title	Year	Format	Publisher	Place

**World wide web – document**

Author	Year or last update	Title of website	Date retrieved	URL (website address)

**World wide web – image**

Title	Format	Year	Date retrieved	URL (website address)

**Online encyclopedia**

Title of article	Year	Title of website	Date retrieved	URL (website address)

### **Museum display: The life and legacy of a significant individual in an ancient society**

1. You can decide on the format for your museum display. Explore some of the virtual museums online for ideas.
2. Check that your museum materials answer all your focus questions.
3. Your museum display should include:
  - the background of the significant individual (family background, early influences)
  - the career of the significant individual (key events in their lives, methods used to achieve aims, relationships with other individuals and groups)
  - challenges to the individual presented by others
  - the manner and impact of their death
  - the legacy of the significant individual (assessment of their life and career, ways they shaped or changed their society, their long-term impact and legacy).
4. Make sure that you have used a wide range of sources and that you have referenced these correctly in your bibliography.

## Sample marking key

The following sample checklist could be used in a formative assessment of the students' developing inquiry skills as part of an individual student/teacher discussion. Each criterion on the checklist could be used in the formative assessment or the teacher and student could focus on one or two of the criteria.

Description	Check
Focus questions	✓
Devises a set of questions which clearly identifies the key information needed for the museum display	
Devises a set of simple questions which identifies some information needed for the museum display	
Lists a few simple questions which identify limited information needed for the museum display	
Description	Check
Selection of information and/or data	✓
Selects a range of relevant sources that provide clear and accurate information and/or data about the topic	
Selects a few sources that provide some information and/or data about the topic	
Uses one or two sources that provide limited information about the topic	
Description	Check
Organisation of information and/or data	✓
Organises information and/or data into clear categories using appropriate subheadings	
Organises information and/or data into some categories using subheadings	
Organises information and/or data in a limited fashion	
Description	Check
Bibliography	✓
Follows correct format according to the referencing technique approved by the school	
Lists sources used	



## Sample marking key

Description	Marks
<b>Museum display</b>	
Comprehensively and accurately describes the life and legacy of the significant individual, including: <ul style="list-style-type: none"> <li>• the background of the significant individual</li> <li>• the career of the significant individual</li> <li>• challenges presented by others</li> <li>• manner and impact of the death of the significant individual</li> <li>• the legacy of the significant individual both short-term and long-term</li> </ul>	7–8
Describes most of the key aspects of the life and legacy of the significant individual	5–6
Briefly describes some of the aspects of the life and legacy of the significant individual	3–4
Provides a limited description of a few of the aspects of the life and/or legacy of the significant individual	1–2
<b>Subtotal</b>	<b>8</b>
Uses clear examples to support the description of the life and legacy of the significant individual	4
Uses some examples to support the description of the life and legacy of the significant individual	3
Uses a few examples in the description of the life and/or legacy of the significant individual	2
Provides minimal examples in the description of the life and/or legacy of the significant individual	1
<b>Subtotal</b>	<b>4</b>
Uses appropriate terminology and concepts	2
Uses limited terminology or concepts	1
<b>Subtotal</b>	<b>2</b>
Constructs an effective museum display that presents the research findings clearly and in detail, using appropriate formats to suit audience and purpose	5–6
Constructs a museum display that presents most of the research findings clearly, using appropriate formats to suit audience and purpose	3–4
Constructs a museum display that presents some of the research findings	1–2
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>20</b>
<b>Note:</b> The specific information presented in the museum display will depend on the significant individual that has been chosen.	