



Sample assessment task

Year level	7
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Investigating the past

Task details

Description of task	In groups, students work together to identify and evaluate the different types of sources available for investigating the ancient past. Using this information, student individually create a mind map evaluating, in detail, one of the sources.
Type of assessment	Summative
Purpose of assessment	To assess progression of learning during the teaching cycle
Assessment strategy	Visual representation
Evidence to be collected	<ul style="list-style-type: none"> • Mind map • Bibliography
Suggested time	4 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Construct a range of questions, propositions and/or hypotheses</p> <p>Q&R> 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>Q&R> Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia)</p> <p>Q&R> 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>A> Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question</p> <p>A> Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</p> <p>C&R> 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>
Key concepts	Source, Evidence, Perspectives

Task preparation

Prior learning	Students have prior knowledge of the key concepts, how to construct a range of questions and how to construct a mind map. They are aware of the difference between primary and secondary sources and are familiar with how historians and archaeologists investigate history, including excavation and archival research.
Assessment differentiation	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

Assessment conditions	Group work in class
Resources	Internet and the library Some useful websites: <ul style="list-style-type: none">• Mungo national park. <i>Mungo Lady and Mungo Man</i>. http://www.visitmungo.com.au/who-was-mungo-man• ABC Science. <i>Mungo Man</i>. http://www.abc.net.au/science/articles/2001/01/01/2813404.htm• Australian Museum. <i>The spread of people to Australia</i>. http://australianmuseum.net.au/the-spread-of-people-to-australia• Active history. <i>CSI History: The Iceman Mystery</i>. http://www.activehistory.co.uk/Miscellaneous/menus/history_mystery/otzi/• South Tyrol Museum of Archaeology. <i>Otzi – the Iceman</i>. http://www.iceman.it/en/oetzi-the-iceman• The Perfect Corpse. <i>Bog Bodies of the Iron Age</i>. http://www.pbs.org/wgbh/nova/bog/iron-nf.html• The Tollund Man. <i>Other bog bodies</i>. http://www.tollundman.dk/andre-moselig.asp• Archaeology Archive. <i>Bog Bodies Rediscovered</i>. http://archive.archaeology.org/1005/bogbodies/

Instructions for teacher

Investigating the past

Questions to use with students to develop their conceptual understanding:

Source

Where do we find out about the past?

Does a building provide us with information about the past?

Does a painting provide us with information about the past?

What can a tombstone tell us about an era?

Would it necessarily give us the same information if it was erected one 100 years after the person's death?

Can a text book be as informative as a book written by a witness to events at the time? Why/why not?

When studying ancient history, what items are useful in helping us understand the events, people and lifestyle of the era?

What problems can be associated with any source?

What are the main differences between a primary and secondary source?

Evidence

Would a song/poem be useful to a social historian?

How can we differentiate relevant and irrelevant information?

What makes information useful to an historian?

Are the questions who, what, where, when and why useful in deciding if information is relevant/useful?

If information is contradictory, is it still useful to the historian?

Perspectives

What influences how we view an issue or event?

Does our religion influence how we view actions, events and ideas?

Do the attitudes and beliefs of people change over time? Why/why not?

Is it important to know who, when and why in relation to written record/oral record/a painting/a building? Why/why not?

Does social status influence our view of the world? Why/ why not?

Would social status be more or less influential in times past? Why/why not?

Lesson 1

- Go through the assessment task with the students, emphasise the requirements of the task and the marking key.
- Revise key concepts.
- Revise the differences between primary and secondary sources, including both archaeological and written sources.
- Revise question types.
- Organise students into groups and have them complete **Activities 1 and 2** from the task sheet.

Lesson 2

- Take students to the library and/or a computer lab to complete **Activity 3**.
- Students work in groups to complete **Activity 4**.

Lesson 3

- Introduce the concept of 'mind mapping' to students.
- On wikiHow review *How to Make a Mind Map* <http://www.wikihow.com/Make-a-Mind-Map> (this site can be edited to create your own worksheet for students or as a PowerPoint, if needed).
- Identify the basic conventions of a mind map. At this stage, it would be beneficial to compare and contrast a mind map to a brainstorm: what is different and what is similar.
- Students work individually to complete **Activity 5**.

Lesson 4 (optional)

Complete an in-class written validation task on the following question:

Historians use both archaeological and written sources when investigating the past. Describe the different types of sources you found for your research and discuss how useful they would be in providing you with information about the ancient past.

Instructions to students

Investigating the past

Your task is to analyse and evaluate the different types of sources available for researching **one** of the following topics:

- Mungo Man
- Mungo Lady
- Tollund Man
- Lady Dai (Mawangdui China)
- Otzi the ice man
- Peat bog mummies
- Tutankhamen.

Activities

1. In groups, select one of the topics and brainstorm what type of information you would need to find out, about the topic, if you were going to write a report about it.
2. Construct a range of questions that you would need to investigate for your selected topic.
3. With your group, research your topic and develop a list of appropriate sources, including both archaeological and written sources that show a variety of perspectives.
4. In your group, examine your sources and develop a range of questions and criteria to analyse and evaluate the sources.
5. Each person in the group chooses **one** of the sources and constructs a mind map showing the source and the evaluation of the source.

The mind map should include:

- an image of the source
- a description of the source (e.g. origin and purpose), including an outline of any debate or controversy about the source
- the criteria used to analyse the source e.g. reliability, usefulness, perspective/point of view
- the evaluation of the source based on the criteria
- bibliographical details of the source.

Sample marking key

Description	Marks
Focus questions (Questioning and researching)	
Constructs a range of open questions which clearly identify the key areas of the inquiry.	4
Constructs a range of mainly open questions which identify the key areas of the inquiry.	3
Constructs a set of simple questions which identify a few areas of the inquiry.	2
Lists a few simple questions which may or may not identify key areas of the inquiry.	1
Subtotal	4
Description	Marks
Selection of sources (Questioning and researching)	
Selects a range of relevant sources, including both archaeological and written sources, that provide clear and accurate information about the selected topic. Selects sources that show a variety of perspectives.	5–6
Selects a few sources, including both archaeological and written sources, that provide some information about the selected topic. Selects sources that show some differences in perspectives.	3–4
Uses one source that provides limited information about the selected topic.	1-2
Subtotal	6
Description	Marks
Mind map (Questioning and researching, Analysing)	
Comprehensively evaluates a source based on the criteria used to analyse the source, e.g. reliability, usefulness, perspective/point of view. Provides a detailed description of the source (e.g. origin and purpose), including an outline of any debate or controversy about the source.	9-10
Evaluates a source based on the criteria used to analyse the source, e.g. reliability, usefulness, perspective/point of view. Provides a description of the source (e.g. origin and purpose), including an outline of any debate or controversy about the source.	7-8
Briefly evaluates a source based on some of the criteria used to analyse the source, e.g. reliability, usefulness, perspective/point of view. Provides a brief description of the source (e.g. origin and purpose) and may identify that there has been some controversy about the source.	5-6
Provides a brief description of the source (e.g. origin and purpose) and may identify that there has been some controversy about the source.	3-4
Provides a brief description of the source.	1-2
Subtotal	10
Description	Marks
Bibliography (Questioning and researching)	
Acknowledges all sources in the specified format.	3
Acknowledges some sources in the specified format.	2
Acknowledges a limited number of sources.	1
Subtotal	3

Description	Marks
Mind map: visual representation (Communicating and reflecting)	
Constructs a mind map that includes all of the following: <ul style="list-style-type: none"> • the mind map starts in the centre with the main concept • uses relevant images, pictures, graphs and tables • uses colour throughout to organise and categorise ideas and concepts • uses branches to connect and link concepts, information and/or data • uses key words that identify main ideas in a succinct way. 	4-5
Constructs a mind map that only includes some of the following: <ul style="list-style-type: none"> • the mind map starts in the centre with the main concept • uses relevant images, pictures, graphs and tables • uses colour throughout to organise and categorise ideas and concepts • uses branches to connect and link concepts, information and/or data • uses key words that identify main ideas in a succinct way. 	1-3
Subtotal	5
Total	28