

Task 2: Research and Writing Task

Task Name: Research and Writing Task	Unit: Ancient Egypt
Task Distributed: Thursday 5 September, 2024	Task Due: Thursday 19 September, 2024 (Term 3, Week 9A)
Task Type: Research and In-Class writing task	Syllabus Outcomes: HT4.6, HT4.9, HT4.10
Task Weighting: 25%	Task number for Course: 2

Task Description:

There are TWO parts to this assessment task

Part A – Poster (10 marks)

You are creating an informative poster to be included in a special edition National Geographic Magazine on famous Pharaohs of Ancient Egypt.

You are to conduct research on ONE Ancient Egyptian Pharaoh of your choice from the list below:

- Hatshepsut
- Ramesses II
- Akhenaten
- Cleopatra

NOTE: Tutankhamun is not an option. If you would like to choose a different Pharaoh please get permission from your teacher first.

Your poster must contain:

- An outline of your chosen Pharaoh’s biographical details (e.g. birth dates, dates of reign, parents, spouse, etc.)
- Describe the achievements of your chosen Pharaoh (e.g. famous structures built, military battles fought)
- Explain the legacy of your chosen Pharaoh – what are they remembered for and why were they important/significant?
- Visuals of artefacts related to your chosen Pharaoh (e.g. statues, famous structures, reliefs, mummy)

You can use a variety of programs to create your poster including Canva and Publisher or any other program.

Your poster must be submitted to Moodle by 5pm on Thursday 19th September, 2024.

Part B – In Class Writing Task: Essay (15 marks)

You will be provided with TWO unseen sources to assist in answering the following question in an essay:

Describe the achievements of your Pharaoh and explain why they were significant.

You need to include relevant historical details about Ancient Egyptian society, including the achievements, legacy and significance of your chosen Pharaoh.

You need to refer to the sources in your answer.

Your essay needs to use appropriate language, terminology and PEEEL paragraphs.

This part will be done **in class** during your regular History lesson.

You are permitted to bring in your poster to help you write your response. Please be organised with your poster already printed, **teachers will not print for you.**

The literacy criteria will be applied to this part of the task. (5 marks)

NESA Glossary of Key Words

- Describe: Provide characteristic and features
- Explain: Relate cause and effect; make the relationships between things; provide why and/or how
- Assess: Make a judgement of value, quality, outcomes, results or size
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission:

- The poster (Part A) needs to be submitted to Moodle online on Thursday 19th September 2024 by 5pm
- The essay will be completed in exam conditions during the scheduled period on Thursday 19th September 2024.
- Students will have 40 mins to complete the task.
- Students are permitted to bring their poster with them into the exam.

Absences on the day will be dealt with in accordance with school policies.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

In this task you will be assessed on your ability to:

- Research and locate historical information
- Create an informative and creative poster
- Compose a coherent and controlled essay
- Use of relevant historical terms and concepts

Marking Rubric Poster

Criteria	1	2	3	4	5
Accuracy of historical information	Limited historical information	Some relevant historical information: personality's biographical details, achievements and/or legacy.	Provides some relevant historical details concerning the following: chosen personality's biographical details, achievements and legacy.	Addresses personality's biographical details, achievements and legacy in detail.	Accurately and comprehensively addresses personality's biographical details, achievements and legacy.
Creativity and effort	Low level of creativity, little effort	Moderate level of creativity and effort.	Adequate level of creativity and effort	High level of creativity and effort	Very high level of creativity and effort

Marking Rubric Essay

Criteria	1	2	3	4	5
Addresses the question using sources	Limited reference to the achievements or significance of chosen Pharaoh.	Describes some of the achievements OR describes the significance of chosen Pharaoh.	Describes the achievements in and/or explains the significance of chosen Pharaoh.	Describes the achievements in detail and explains the significance of chosen Pharaoh. Refers to both sources in the response.	Comprehensively describes the achievements and explains the significance of chosen Pharaoh.
Structure of response	The essay displays limited structure	Basic structure with some paragraphing	Essay contains basic elements of the structural components (PEEEL)	A well-structured essay containing introduction, body, conclusion (PEEEL)	Coherent and controlled use of the appropriate structural components of an essay.
Use of historical terms, details and historical source evidence.	Limited use of historical terms, details or source evidence.	Uses some historical terms and includes some details. Some reference to the source.	Good use of historical terms OR historical details. Includes some historical source evidence.	Sustained use of historical terms. Includes relevant historical details and source evidence.	Consistent use of relevant historical terms and concepts. Includes relevant details, supported by integration of historical source evidence.

2024 HSIE Literacy Rubric

Descriptors					
LITERACY MARKING CRITERIA	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Limited use of terms and or concepts are used	- Some course terminology and key concepts are used	- Inconsistent use of course terminology and key concepts	- Sustained and consistent use of course terminology and key concepts
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and at least two examples of other punctuation.	- Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are coherent and sophisticated
Paragraphs (PEEEL) Paragraphs are used to effectively structure information and partition events and ideas	- No use of PEEEL structure	- Provides some features of PEEEL structure	- Inconsistent use of PEEEL structure	- Attempts to provide consistent structure of PEEEL	- Cohesive and consistent application of PEEEL structure
Text Type Uses features of the appropriate text type	- No evidence of the directive "describe"	- Descriptive rather than an "describe"	- Attempts to use the directive "describe"	- Applies directive "describe" strongly in introduction and conclusion, but is inconsistent throughout paragraphs	- Adheres consistently to the directive "describe" through use of judgement language in all paragraphs

