

Year 9 Forensic Archaeology  
**Research and Presentation  
(Shipwrecks)**

<b>Task Name:</b> Research and Presentation	<b>Unit:</b> Shipwrecks – Maritime Archaeology
<b>Task Distributed:</b> 23 <sup>rd</sup> October 2024	<b>Task Due:</b> 6 <sup>th</sup> November 2024
<b>Task Type:</b> Group research and oral/visual presentation task	<b>Syllabus Outcomes:</b> E5.6, E5.8. E5.10
<b>Task Weighting:</b> 20%	<b>Task number for Course:</b> 4

### Task Description:

#### Part 1

You are museum curators working in groups and need to introduce a special exhibition on the shipwreck of your choice. The presentation will inform your audience about the shipwreck. You should include the following content.

- The background History of the vessel (1-2 slides) i.e. who built it, what it was made of, what its purpose was as a marine vessel, who was on board at the time of the tragedy.
- How the tragedy/events occurred that sank the vessel (1-2 slides)
- When it was discovered, how and by whom. How long it lay undiscovered (1 slide)
- What steps were involved in the recovery process (2-4 slides)
- What conservation measures were undertaken to ensure items were preserved & not destroyed. (2-4 slides)
- A bibliography must be included

Note: No more than 70 words per slide. You should make each slide visually appealing.

#### Part 2

As the museum curator, you are required to create digital exhibits of at least **5 relics** recovered from the wreckage which will be on display in the exhibition. This can be in the form of photographs of objects with descriptions, **to be included at the end of the PowerPoint.**

Each relic must be analysed using the following scaffold:

- Type: what is the object? What was it used for? What is it made out of? Etc.
- Context: Where was it found on the shipwreck? How was it recovered? Has it been restored or conserved? Where is it housed/displayed now?
- Value: What can we learn about our history/the people on the shipwreck from this item?

No more than 100 words for each relic. Include a photo/diagram of the item.

**Your presentation should be between 7-10 minutes, should be visually appealing and engaging for the audience.**

*Possible Shipwrecks:*

*The Andrea Doria, The Arizona, The Batavia, The Bismarck, The Lusitania, The Maple Leaf, The Mary Rose, Queen Anne's Revenge, The Loch Ard - other choices please confirm with your teacher*

## 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
- 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:

**Upload your presentation as a PowerPoint file, google slide or pdf to the Year 9 Google Classroom by 9am on Wednesday 6<sup>th</sup> November (week 4).**

You will be allocated a time slot to present to the class over the next several lessons. Be prepared to present any day, including Wednesday's lesson.

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:

- develop their collaboration and communication skills to present their findings to the class.
- learn how to research information, use evidence in an enquiry and communicate information to a specified audience.
- identify, comprehend and evaluate sources and uses them appropriately in an inquiry and selects and uses appropriate written and other forms to communicate effectively about the past for different audiences.

Criteria	Mark Range
<ul style="list-style-type: none"> <li>- Demonstrates outstanding knowledge and understanding of the selected shipwreck, providing a sophisticated description of what happened and how/when it was discovered</li> <li>- The recovery efforts of the shipwreck are extensively explained, including an explanation of conservation measures which were undertaken to ensure items were preserved &amp; not destroyed</li> <li>- 5 relics are analysed and Type, Context and Value are all assessed</li> <li>- Presentation is thoroughly engaging and visually appealing</li> <li>- Outstanding bibliography</li> </ul>	25-30
<ul style="list-style-type: none"> <li>- Demonstrates knowledge and understanding of the selected shipwreck, providing a description of what happened and how/when it was discovered</li> <li>- The recovery efforts of the shipwreck are explained, and conservation measures which were undertaken to ensure items were preserved are mentioned</li> <li>- At least 4 relics are analysed and Type, Context and Value are all assessed</li> <li>- Presentation is engaging and visually appealing</li> <li>- Accurate bibliography is provided</li> </ul>	18-24
<ul style="list-style-type: none"> <li>- Demonstrates some knowledge of the selected shipwreck, providing a description of what happened and how/when it was discovered</li> <li>- The recovery efforts of the shipwreck are explained, and conservation measures which were undertaken to ensure items were preserved are mentioned</li> <li>- At least 3 relics are analysed and Type, Context and Value may be assessed</li> <li>- Presentation is engaging and/or visually appealing</li> <li>- Sound bibliography is provided</li> </ul>	11-17
<ul style="list-style-type: none"> <li>- Demonstrates basic knowledge of the selected shipwreck, may provide a description of what happened and how/when it was discovered</li> <li>- The recovery efforts of the shipwreck may be explained, and limited conservation measures which were undertaken to ensure items were preserved may be mentioned</li> <li>- At least 2 relics are analysed and Type, Context and Value may be assessed</li> <li>- Presentation may include visuals</li> <li>- Basic bibliography</li> </ul>	5-10
<ul style="list-style-type: none"> <li>- May describe a shipwreck</li> <li>- May mention the recovery efforts of the shipwreck</li> <li>- Some relics are analysed and Type, Context and Value may be assessed</li> <li>- Presentation may include visual/s</li> <li>- No bibliography</li> </ul>	0-4

Teacher Comment:

## GTHS Literacy Criteria -2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

**Total:** /20