

**Task 2: Research and Writing Task**

<b>Task Name:</b> Research and Writing Task	<b>Unit:</b> Ancient Egypt
<b>Task Distributed:</b> Week 9, Term 1	<b>Task Due:</b> Friday 9 <sup>th</sup> May 2025 (Term 2, Week 2B)
<b>Task Type:</b> Research and In-Class writing task	<b>Syllabus Outcomes:</b> HT4.6, HT4.9, HT4.10
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 2

**Task Description:**

You are to choose ONE Ancient Egyptian Pharaoh to write about from the list below:

- Hatshepsut
- Ramesses II
- Akhenaten
- Cleopatra

NOTE: Tutankhamun is not an option. If you want to choose a different Pharaoh seek permission from your teacher.

**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.

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

**Term 2 Week 1 Formative Homework Task – *Pharaoh Poster***

**This has been provided to guide your research and help with the structure of your essay.**

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 the Ancient Egyptian Pharaoh of your choice.

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?
- Pictures and/or diagrams 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 should be on ONE single-sided A4 page (using size 12 font or larger) and you should address the above questions.

**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.**

Your poster must be submitted to Moodle by 5pm on Sunday 4<sup>th</sup> May 2025.

## 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
- 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 **essay** will be completed in exam conditions during the scheduled period on Friday 9<sup>th</sup> May 2025 (Term 2, Week 2).
- Students will have 45 mins to complete the task.
- Students are permitted to bring their poster with them into the exam.
- The **poster** is the *week 1 formative homework task* and needs to be submitted to Moodle online on Sunday 4<sup>th</sup> May 2025 by 5pm.

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 2025 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
- Compose a coherent and controlled essay
- Use of relevant historical terms and concepts

## Marking Rubric Essay

Marks	Marking Criteria
15 - 13	<ul style="list-style-type: none"> <li>• Writes a sustained and comprehensive essay which describes the achievements in detail and explains the significance of chosen Pharaoh.</li> <li>• Uses detailed and relevant historical evidence from both sources provided and their own knowledge to support a logical argument</li> <li>• Applies a range of highly effective historical terms and concepts consistently</li> </ul>
12 - 10	<ul style="list-style-type: none"> <li>• Writes a sustained essay which describes the achievements and explains the significance of chosen Pharaoh.</li> <li>• Uses relevant historical evidence from both sources provided and their own knowledge to support a logical argument</li> <li>• Applies appropriate historical terms and concepts consistently</li> </ul>
9 - 7	<ul style="list-style-type: none"> <li>• Writes a satisfactory essay which makes attempts to describe the achievements and/or explain the significance of chosen Pharaoh.</li> <li>• Uses some historical evidence from sources provided and/or their own knowledge</li> <li>• Uses some appropriate historical terms and concepts</li> </ul>
6 - 4	<ul style="list-style-type: none"> <li>• Writes a response which makes comments on the achievements and/or the significance of chosen Pharaoh.</li> <li>• May use some historical evidence from sources provided and/or their own knowledge</li> <li>• Attempts to use some historical terms and concepts</li> </ul>
0 - 3	<ul style="list-style-type: none"> <li>• Writes a response about chosen Pharaoh</li> <li>• Limited use of evidence from sources provided and/or their own knowledge</li> <li>• May use historical terms</li> </ul>

## GTHS Literacy Criteria - V2. 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