

Task Name: Historical Analysis	Unit: Period – New Kingdom Egypt to the Death of Thutmose IV
Task Distributed: Week 2	Task Due: Monday June 16 th , 2025 (8B)
Task Type: Research, Essay and Source Analysis	Syllabus Outcomes: 12-1, 12-2, 12-4, 12-6, 12-7, 12-8, 12-10
Task Weighting: 30%	Task number for Course: 3

Task Description

Part A: Essay (20 Marks)

Students are required to create and answer their own essay question and write an essay of approximately **900 words**. The question must be related to New Kingdom Egypt to the Death of Thutmose IV. The question must be approved by your teacher and drawn from a topic from the following list:

- role and contribution of prominent officials within Egypt and the 'empire'
- relations with Nubia, Syria–Palestine, Mitanni
- development and role of the army
- establishment of 'empire': military campaigns in Nubia, Syria–Palestine
- administration of the 'empire': Nubia and Syria–Palestine
- nature of Egyptian imperialism

Once you have selected a topic, you are required to generate a specific question for your essay that enables you to develop a reasoned argument, supported by a range of historical evidence. Your question must start with a higher order NESA verb. Your essay must incorporate **primary archaeological evidence and quotes from historians**.

Some examples of high-quality questions for this task are:

- *Analyse the nature of diplomatic and military relations between Egypt and its neighbouring regions, Nubia, Syria–Palestine, and Mitanni.*
- *Assess the impact of military campaigns in Nubia and Syria–Palestine on the establishment of the Egyptian empire.*
- *To what extent did military campaigns define the reach of Egyptian imperialism?*
- *Analyse the administrative practices employed by Egypt to govern its empire.*
- *To what extent did Egyptian administration practices contribute to the empire's longevity?*
- *Evaluate the effectiveness of prominent officials in managing Egypt's imperial ambitions.*
- *Evaluate the development of the Egyptian army during the period the New Kingdom period.*

Part B: Annotated Bibliography (10 marks)

In this part of the task, you are required to produce a bibliography of at least eight (8) sources that you used to construct your essay. All sources used must be Harvard referenced. These references should demonstrate breadth of research.

- Three (3) of the resources in this bibliography must be published works such as books or journal articles.
- At least **three (3) should be primary** sources.
- Any other sources can be resources of your choosing such as documentaries, podcasts or academic websites.

Select THREE (3) of the sources in your bibliography and write a 100-word explanation of the value of the resource to your investigation. You should consider perspective, value and limitations in your annotation.

You are advised to select three sources that clearly differ (e.g. they present different perspectives on your chosen topic, a mix of primary and secondary) to allow you to demonstrate wide research and engagement with different kinds of material.

NESA Glossary of Key Words

- Evaluate: Make a judgement based on criteria; determine the value of
- Assess: Make a judgement of value, quality, outcome
- 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

Part A and Part B must be submitted as a single document on your Ancient History Google Classroom by 5pm on Monday 16th June 2025. *Ensure your chosen question is clearly identified on the document.*

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.

What Areas of Learning will this Assessment Task Report On?

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

- Use of a range of historical evidence to support a reasoned conclusion in response to a precise question
- Communicate a logical, structured and cohesive response, using a variety of key concepts and terms
- Demonstrate thorough knowledge and understanding of your chosen topic and historical concept

Marking Criteria

PART A: ESSAY

Criteria:	Marks
<ul style="list-style-type: none">Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the questionSupports the argument with extensive and accurate historical knowledge including relevant evidence and interpretationQuotes from at least 3 primary sources of different authors to support the argument.Inquiry question reflects a sophisticated understanding of historiography.Presents a well -structured, logical and cohesive response using appropriate historical terms and concepts	17-20
<ul style="list-style-type: none">Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the questionSupports the response with detailed and accurate historical knowledge including relevant evidence and interpretation.Quotes from at least 2 primary sources of different authors to support the argument.Inquiry question reflects a very good understanding of historiography.Presents a well -structured response using appropriate historical terms and concepts	13-16
<ul style="list-style-type: none">Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the questionUses sound historical knowledge and understanding including some relevant evidenceQuotes from at least 1 primary source to support the argument.Inquiry question reflects some understanding of historiography.Presents a structured response using some appropriate historical terms and concepts	9-12
<ul style="list-style-type: none">Presents a generalised, mostly relevant or descriptive responseUses some historical knowledgeMay quote from 1 primary sourceAn inquiry question has been formulated.Communicates using some historical terms AND/OR concepts	5-8
<ul style="list-style-type: none">Makes general statement(s) in relation to the questionLimited or no reference to sources.No inquiry question has been formulated.May use some historical terms AND/OR concepts	0-4

Comment:

PART B: ANNOTATED BIBLIOGRAPHY

Criteria:	Marks
<ul style="list-style-type: none">• Provides a properly referenced bibliography that clearly demonstrates evidence of wide and relevant research• Provides clear insightful explanations of the value, perspective and limitations of THREE sources from the bibliography	9-10
<ul style="list-style-type: none">• Provides a referenced bibliography that demonstrates evidence of relevant research (may have some problems with structure, breadth or quality/number of resources)• Provides explanations of the value, perspective and limitations of THREE sources from the bibliography	7-8
<ul style="list-style-type: none">• Provides a bibliography that demonstrates evidence of some research (may have serious problems with structure or quality/number of the resources)• Provides some comment on sources in the bibliography• OR• May provide an excellent bibliography with little/no evaluation of sources.	4-6
<ul style="list-style-type: none">• Provides basic evidence of research• Offers little/no comment on the source material	0-3

Comment:
