

## Task 1: Source Analysis

<b>Task Name:</b> Source Analysis Task	<b>Unit:</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum
<b>Task Distributed:</b> Week 5	<b>Task Due:</b> Monday 1 <sup>st</sup> December 2025 (Week 8B)
<b>Task Type:</b> In-Class Written Exam	<b>Syllabus Outcomes:</b> AH12-3, AH12-4, AH12-5, AH12-7, AH12-8, AH12-9
<b>Task Weighting:</b> 20%	<b>Task number for Course:</b> 1

### Task Description

#### Part A: Source Analysis (10 Marks)

Students need to select a house from Pompeii OR Herculaneum and analyse the evidence provided by/within the house (maximum 400 words).

**Analyse** the building regarding:

- The *contents and context* of the building. What does the house provide evidence for? (i.e. how is your house connected to the syllabus dot points?). In your analysis consider (where applicable):
  - Architecture, art and decoration, inscriptions, graffiti
  - Use of the building and status of owner – political/social roles
  - Cultural influences, religion
  - The economy
  - Everyday life - food and dining, clothing, health, baths, water supply, sanitation
  - Artefacts found
  - Damage from earthquake/eruption, rebuilding efforts (or lack of)
- The *limitations* of the building as a source for life in Pompeii and Herculaneum
- The *value* of the building as a source for life in Pompeii and Herculaneum

Submit your analysis as a document with a title naming the building, relevant pictures of the building/contents, and your written analysis.

Suitable houses include House of Julia Felix, Villa of Mysteries, House of the Vetti, House of the Faun, House of the Menander, House of the Surgeon, ask the teacher for other options if needed.

#### Part B: In-Class Examination (25 Marks)

Students will be asked to answer knowledge-based and source-based short answer questions based on their knowledge of the core study 'Cities of Vesuvius – Pompeii and Herculaneum'. The whole course may be examined.

Students need to demonstrate an understanding of the course and sources by providing specific reference to the source provided and to a range of other sources and their own knowledge.

## NESA Glossary of Key Words

- Analyse: Identify components and the relationship between them; draw out and relate implications
- 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

- Submit Part A on Google Classroom by 8:40am on Monday 1<sup>st</sup> December
- Part B will be completed in exam conditions in period 2 Monday 1<sup>st</sup> December (Week 8)
- Students will have 45 mins to complete the task, plus 5 minutes reading time.
- Students are NOT permitted to bring notes 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 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:

- Analyse and interpret different types of sources for evidence to support an historical account or argument
- Discuss and evaluate differing interpretations and representations of the past
- Communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

