

**Task 1: Historical Investigation**

<b>Task Name:</b> Historical Investigation	<b>Unit:</b> Historical Investigation
<b>Task Distributed:</b> Week 3, Term 1	<b>Task Due:</b> 19 <sup>th</sup> March (Thursday Week 8B)
<b>Task Type:</b> Research Essay	<b>Syllabus Outcomes:</b> AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 1

## Task Description

Students research and develop an understanding of ONE ancient personality in the context of their time, through a range of archaeological and written sources and relevant historiographical issues.

### Part A – In Class/Formative Tasks

Using the scaffolds provided on google classroom, complete all in class and formative tasks including:

- Selecting a personality
- Creating a focus question
- Submitting a proposal
- Locating historical sources
- Structuring and drafting the essay
- Submit the essay

### Part B - Essay Submission (1000 words)

Create an essay question about your chosen personality using a higher order NESA verb. Answer your essay question with 1000 words (+/- 10%). Your research must be referenced, using footnotes in Harvard format. You must have at least 8 sources, including at least 3 primary sources.

### Part C - Source Analysis (400 words per source)

You are to select THREE primary historical sources to analyse from your research, using the attached scaffold. You will identify the type, origin, purpose, context, perspective, value, limitations and contestability of each source.

## NESA Glossary of Key Words

- You must choose a high order NESA verb to include in your question.
- 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:

Students are required to submit digital copies on the Ancient History Google Classroom.

Part A Due: Weekly as formative submissions

Part B & C Due: **Thursday 19<sup>th</sup> March, 5pm.**

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2026 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:

- Demonstrates a strong knowledge and understanding of course content
- Demonstrates historical skills in the analysis and evaluation of the sources and interpretations
- Demonstrates historical inquiry and research skills

# Marking Criteria

## PART B: ESSAY

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

## PART C: SOURCE ANALYSIS

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

**Part C - Source Analysis Scaffold** (you may restructure in your own format, as long as all sections are accounted for)

**Source 1**

Harvard Reference	
Name, Type, Origin, Purpose	
Context	
Perspective	
Value	
Limitations	
Contestability	

**Source 2**

Harvard Reference	
Name, Type, Origin, Purpose	
Context	
Perspective	
Value	
Limitations	
Contestability	

### Source 3

Harvard Reference	
Name, Type, Origin, Purpose	
Context	
Perspective	
Value	
Limitations	
Contestability	