



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

Subject	History
Topic	Investigating the Past
Class Teacher	
Head Teacher	Ian Paine
Stage	4
Date Given	Week 4
Date Due	Week 7
Weighting	20%

### Assessment Outline

You are to research the life and death of *Otzi the Iceman* and document your findings.

In class you will be given some background information on Otzi and why both historians and archaeologists consider him to be such a valuable *primary source*.

Complete the attached worksheets and extended response question. You will be given time in class to access the information on the webpage and your teacher will assist you in scaffolding your extended response.

Make sure that you collect suitable evidence to support your ideas when you complete your extended response.

**Non-completion of Task:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes

**Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award. The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

#### **Outcomes Assessed**

HT 4.1 Describe the nature of history and archaeology and explains their contribution to an understanding of the past

HT 4.2 Describe the major periods of historical time and sequences, events, people and societies of the past.

HT 4.6 Uses evidence from sources support historical narratives and explanations

HT 4.9 Uses a range of historical terms and concepts when communicating an understanding of the past.

## Marking Criteria

Research		MARK
<ul style="list-style-type: none"> <li>- Presents sophisticated research drawing on detailed, relevant and accurate historical information from each source</li> <li>- Demonstrates sophisticated use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		9-10 A
<ul style="list-style-type: none"> <li>- Presents research drawing on detailed, relevant and accurate historical information</li> <li>- Demonstrates appropriate use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		7-8 B
<ul style="list-style-type: none"> <li>- Presents research drawing on relevant and mostly accurate historical information with some detail</li> <li>- Mostly demonstrates appropriate use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>		5-6 C
<ul style="list-style-type: none"> <li>- Presents research using some relevant and accurate historical information, but with inaccuracies</li> <li>- Demonstrates some use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>		3-4 D
<ul style="list-style-type: none"> <li>- Presents research with limited historical information and many inaccuracies</li> <li>- Demonstrates limited use of historical terms and concepts</li> <li>- Limited use of sources</li> </ul>		1 – 2 E
Extended Response		MARK
<ul style="list-style-type: none"> <li>- Presents a sophisticated response drawing on detailed, relevant and accurate historical information</li> <li>- Uses PEEL Structure to complete response</li> <li>- Demonstrates sophisticated use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		9– 10 A
<ul style="list-style-type: none"> <li>- Presents a response drawing on detailed, relevant and accurate historical information</li> <li>- Uses PEEL Structure to complete response</li> <li>- Demonstrates appropriate use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		7 – 8 B
<ul style="list-style-type: none"> <li>- Presents a response drawing on relevant and mostly accurate historical information with some detail</li> <li>- Attempts to use PEEL Structure to complete response</li> <li>- Mostly demonstrates appropriate use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>		5 – 6 C

<ul style="list-style-type: none"> <li>- Presents a response using some relevant and accurate historical information, but with inaccuracies</li> <li>- Attempts to use PEEL Structure to complete response</li> <li>- Demonstrates some use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>	<p>3 – 4</p> <p>D</p>
<ul style="list-style-type: none"> <li>- Presents a response with limited historical information and many inaccuracies</li> <li>- Limited use of PEEL Structure to complete response</li> <li>- Demonstrates limited use of historical terms and concepts</li> <li>- Limited use of sources in the written response</li> </ul>	<p>1 – 2</p> <p>E</p>



## Online site study task

Use the following site to conduct your research

<http://www.iceman.it/en/the-iceman/>

### What makes Otzi so important and a special mummy?

What makes Otzi important	Evidence

### What happened to Otzi the Iceman?

#### Your task

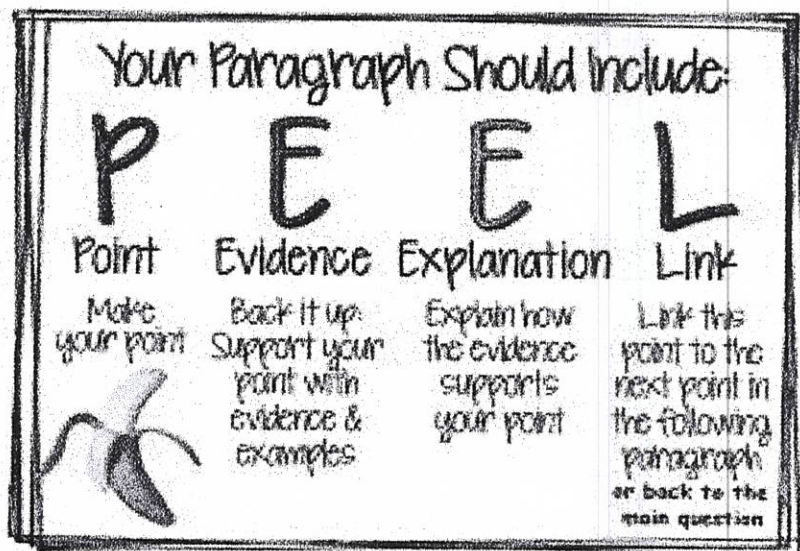
- ✓ Carefully examine the images on the site and the information provided by the experts (you will need to watch the clips of this on the site)
- ✓ Do you agree with the interpretations of the experts? If so why?
- ✓ Do you disagree with the interpretations of the experts? If so why?
- ✓ Do you have your own interpretations of what happened to Otzi the iceman? If so, write down the evidence to support your claims

Interpretation of what happened	Evidence to support interpretations

Use the site provided above and other webpages to fill in the table below.

Forensic report on the death of Otzi the Iceman		
Date of discovery		
Estimated date of death		
Location of deceased (where found and currently)		
Description of Otzi (position of body, associated artefacts found with the body, injuries, tattoos etc)		
Technology used on Otzi and what was found		
Different people working on Otzi		
Theory regarding his death (you can have more than one theory)	Supporting evidence	
Conclusions and recommendations on his preservation and future questions to be answered.		

Use the information you found above to answer the following question in PEEL format.



Describe a **maximum** of **TWO** theories surrounding Otzi's death that you have researched and use evidence found to support your answer.

**/10 marks**

[illegible]

[illegible]