



<b>Student name / number</b>	
<b>Subject</b>	<b>HSC Ancient History</b>
<b>Year</b>	<b>12</b>
<b>Task number</b>	<b>3</b>
<b>Task weighting</b>	<b>30%</b>
<b>Date task was issued</b>	<b>Week 5</b>
<b>Date task is due</b>	<b>Week 8</b>

**Task overview:**

**This tasks consists of two parts:**

**Part 1) Source Collection**

You are to collect *five* sources for use in an in class essay. The topics for the essay are:

*-The Senate: changing role and responsibilities*

*-Imperial family and problems of the succession*

Your sources need to be a combination of *primary and secondary* material. They also need to fit onto 2 A4 pages (this means that entire articles of books cannot be used, you **MUST** select quotes or sections to use). Each source must be accompanied by a brief annotation of no more than 200 words explaining its relevance (usefulness/reliability) to the selected essay topic. You can use your source collection to assist you in composing your in class essay but your work **cannot** include a draft of the essay.

*This source collection can then be used to aid you with your prep for the trial and HSC papers.*

**Part 2) In class essay**

There will be two essay questions to choose from, one relating to each topic option. In this essay, you must refer to at least 3 of the 5 sources you have selected. You will be given 50 minutes to complete the essay. At the end of the task, you will submit your source collection, along with the completed essay.

**Outcomes assessed:**

<b>AH12-3</b>	Evaluates the role of historical features, individuals and groups in shaping the past.
<b>AH12-6</b>	Analyse and interprets different types of sources for evidence to support an historical account or argument.
<b>AH12-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>AH12-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>AH12-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

## Marking Criteria

### Source Collection

Criteria	Marks
<ul style="list-style-type: none"><li>• Selects a wide variety of sources.</li><li>• Offers a clear and detailed explanation about the source's relevance to chosen topic</li><li>• Evaluate sources for their usefulness and reliability</li></ul>	5
<ul style="list-style-type: none"><li>• Selects a wide variety of sources.</li><li>• Offers a clear explanation about the source's relevance to chosen topic</li><li>• Some evaluation of sources for their usefulness and reliability</li></ul>	4-3
<ul style="list-style-type: none"><li>• Selects a variety of sources.</li><li>• Offers some detail about the source's relevance to chosen topic</li><li>• Limited discussion about source's usefulness and reliability</li></ul>	2
<ul style="list-style-type: none"><li>• Selects an inadequate number of sources</li><li>• Offers limited detail about source's relevance to chosen topic</li><li>• Very limited/no discussion about usefulness and reliability</li></ul>	1-0

### In Class Essay

Criteria	Mark
<ul style="list-style-type: none"><li>• Demonstrates perceptive judgement relevant to the question</li><li>• Demonstrates comprehensive and detailed historical knowledge and understanding relevant to the question</li><li>• Supports the response with reference to relevant sources; may analyse and evaluate sources</li><li>• Presents a sustained, logical and cohesive response using a range of appropriate historical terms and concepts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates judgement relevant to the question</li><li>• Demonstrates detailed historical knowledge and understanding relevant to the question</li><li>• Supports the response with reference to some relevant sources</li><li>• Presents a logical response using appropriate historical terms and concepts</li></ul>	16–20
<ul style="list-style-type: none"><li>• May make some judgement relevant to the question</li><li>• Demonstrates some historical knowledge and understanding relevant to the question</li><li>• Provides a response with some information from relevant sources</li><li>• Presents a response using some historical terms and concepts</li></ul>	11–15
<ul style="list-style-type: none"><li>• Makes statements relevant to the question</li><li>• Demonstrates limited historical knowledge and/or understanding relevant to the question</li><li>• May provide basic information from relevant sources</li><li>• Presents a limited response with basic use of historical terms and concepts</li></ul>	6–10
<ul style="list-style-type: none"><li>• Presents a very limited narration/description of people and/or events from this period</li><li>• May make very limited use of historical terms and concepts</li></ul>	1–5

**Total Mark:**     /30

**Comment:**

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