



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                       |   |
|-----------------------|---|
| <b>Subject</b>        | History   |
| <b>Topic</b>          | Investigating the Ancient Past                                |
| <b>Class Teacher</b>  | Mr Nonnemacher, Miss Green, Mr Sutherland, Mr Gray, Ms Harris |
| <b>Head Teacher</b>   | Mr I Paine  |
| <b>Stage</b>          | 4 – Year 7  |
| <b>Task Weighting</b> | 25%   |
| <b>Date Given</b>     | Week 3  |
| <b>Date Due</b>       | Week 7  |

### Assessment Outline

You are to research and complete the following in regard to the life and death of *Otzi the Iceman*.

#### 1. Worksheets

- You are required to complete the attached worksheets.
- In class;
  - o you will be given some background information by the teacher (through classwork) about the Iceman and why both historians and archaeologists consider him to be such a valuable *primary source*.
  - o you will also be given time, by your teacher, to access information from the Iceman website and for your own research.

#### 2. Extended Response Question (Completed in class under exam conditions)

- You are required to complete the extended response answering the following question:

Explain **TWO** theories surrounding *Otzi's* death that you have researched and use evidence found to support your answer. (10 marks)

- In class you will be given time and assistance by the teacher to scaffold your response.
- Make sure to collect suitable evidence to support your ideas in your worksheet, as you will be using them in your extended response.

### Outcomes to be Assessed

- HT4-1** Describes the nature of history and archaeology and explains their contribution to an understanding of the past.
- HT4-2** Describes the major periods of historical time and sequence, events, people and societies of the past.
- HT4-6** Uses evidence from sources to support historical narratives and explanations
- HT4-9** Uses a range of historical terms and concepts when communicating an understanding of the past

- **Absences:** 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 cases
- **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 in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

## Marking Criteria

### Worksheet (20 marks)

|              |  |  |   |  |  |
|--------------|--|--|---|--|--|
| 5            |  | Presents a sophisticated response drawing on detailed, relevant and accurate historical information from each source/piece of evidence |   |  |  |
| 4            |  | Presents a response drawing on detailed, relevant and accurate historical information  | Uses sources to support own ideas             | Demonstrates sophisticated use of historical terms and concepts      | Completes an extensive bibliography with relevant and reliable sources |
| 3            | Includes at least 5 pieces of evidence for research information  | Presents a response drawing on relevant and mostly accurate historical information with some detail                                    | Refers to sources in worksheet                | Demonstrates mostly appropriate use of historical terms and concepts | Includes a complete bibliography                                       |
| 2            | Includes 3-5 pieces of evidence for research information         | Presents a response using some relevant and mostly accurate historical information, but with inaccuracies                              | Refers to sources inconsistently in worksheet | Demonstrates some use of historical terms and concepts               | Includes bibliography with inconsistencies                             |
| 1            | Includes less than 3 pieces of evidence for research information | Presents a response with limited historical information with many inaccuracies   | Limited use of sources in worksheet           | Demonstrates limited use of historical terms and concepts            | Includes basic bibliography  |
| 0            | <i>Insufficient evidence</i>                                     | <i>Insufficient evidence</i>   | <i>Insufficient evidence</i>                  | <i>Insufficient evidence</i>   | <i>Insufficient evidence</i>   |
| <b>Marks</b> | <b>Evidence</b>  | <b>Accuracy</b>  | <b>Sources</b>                                | <b>Terms &amp; Concepts</b>  | <b>Bibliography</b>  |
|              | <b>HT4-6</b>   | <b>HT4-10 &amp; HT4-8</b>  | <b>HT4-5</b>                                  | <b>HT4-9</b>   | <b>HT4-8</b>   |

### Extended Response (20 marks)

|              |   |  |   |  |
|--------------|---|--|---|--|
| 5            | Presents a sophisticated response drawing on detailed, relevant and accurate historical information       | Presents a comprehensive and sophisticated response utilising a PEEL structure | Demonstrates sophisticated use of historical terms and concepts | Comprehensively integrates and refers to sources throughout written response |
| 4            | Presents a response drawing on detailed, relevant and accurate historical information                     | Presents a sophisticated response utilising a PEEL structure                   | Demonstrates appropriate use of historical terms and concepts   | Refers directly to the sources/evidence in written response                  |
| 3            | Presents a response drawing on relevant and mostly accurate historical information with some detail       | Presents a response utilising a PEEL structure                                 | Demonstrates sound use of historical terms and concepts         | Refers to sources/evidence consistently in written response                  |
| 2            | Presents a response using some relevant and mostly accurate historical information, but with inaccuracies | Attempts a response. May use a PEEL structure.                                 | Demonstrates some use of historical terms and concepts          | Refers to sources/evidence inconsistently in written response                |
| 1            | Present a response with limited historical information with many inaccuracies                             | Attempts a response  | Demonstrates limited use of historical terms and concepts       | Limited use of sources/evidence in written response                          |
| 0            | <i>Insufficient evidence</i>  | <i>Insufficient evidence</i>   | <i>Insufficient evidence</i>                                    | <i>Insufficient evidence</i>   |
| <b>Marks</b> | <b>Accuracy</b>   | <b>Structure</b>   | <b>Historical Terms &amp; Concepts</b>                          | <b>Sources &amp; Evidence</b>  |
|              | <b>HT4-6</b>  | <b>HT4-10 &amp; HT4-8</b>  | <b>HT4-9</b>  | <b>HT4-5</b>   |

# Task 1 – Worksheet

(20 marks)

Use the following website to complete the worksheet; <http://www.iceman.it/en/the-iceman/>

## A. Forensic report on the death of Otzi the Iceman

### Instructions

- Use the site provided (<http://www.iceman.it/en/the-iceman/>) and other webpages to fill in the table below.

| FACTS                    |  | SUPPORTING EVIDENCE |
|--------------------------|--|---------------------|
| Date of Discovery:       |  |                     |
| Estimated date of death: |  |                     |
| Location of deceased:    | Where originally found:<br><br>Currently located:  |                     |
| Description of Otzi:     | Position of body:<br><br>Artefacts found with the body:<br><br>Injuries:<br><br>Tattoos:<br><br>Other: |                     |
| The Study of Otzi:       | Technology used on Otzi:<br><br>What was found:  |                     |

|   |  |                            |
|---|--|----------------------------|
| <p><b>Who worked on Otzi case:</b></p>  |  |                            |
| <b>FACTS</b>  |  | <b>SUPPORTING EVIDENCE</b> |
| <p><b>Theories regarding death:</b><br/><i>(you can have more than one)</i></p> |  |                            |
| <p><b>Preservation of Otzi:</b></p>   | <p>Conclusions:</p><br><p>Recommendations:</p> |                            |
| <p><b>Further questions to be answered:</b></p>                                 |  |                            |

## **B. What makes Otzi so important and a special mummy?**

| What makes Otzi important? | Archaeological evidence to support importance |
|----------------------------|---|
|                            |   |

## **C. What happened to Otzi the Iceman?**

### **Instructions**

- Carefully examine the images on the site and the information provided by the experts (you will need to watch the clips 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

| Interpretations of what happened | Archaeological evidence to support importance |
|----------------------------------|---|
|                                  |   |







