



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## HISTORY FACULTY

### YEAR 7

### Assessment Task 2

<b>Course:</b>	Stage 4 History: The Ancient World	<b>Year:</b>	7
<b>Topic:</b>	Depth Study 1: Investigating the Ancient Past		
<b>Assessment Name:</b>	Investigating the Past: Ancient Australia		
<b>DATE DUE:</b>			
<b>STUDENT NAME:</b>			
<b>Progress Check FEEDBACK</b>	<p>The student must produce a draft paragraph which demonstrates their:</p> <p><input type="checkbox"/> Own theory on who the Narrabeen Man was and how he died</p> <p><input type="checkbox"/> Understanding of how to write a PEEL paragraph</p> <p><input type="checkbox"/> Ability to use sources effectively</p> <p><input type="checkbox"/> Ability to use of historical terms and concepts effectively</p>		
<b>Progress Check Date:</b>		<b>Teacher Signature:</b>	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
<b>TEACHER:</b>	<b>CLASS:</b>
<b>DATE DUE:</b>	<b>DATE SUBMITTED:</b>
<b>TITLE OF TASK:</b>	<b>TEACHER'S SIGNATURE:</b>

## Task Information

<b>Important idea(s) being explored:</b>	The importance of evidence in finding out about the ancient past
<b>Skills, Knowledge and understanding being demonstrated:</b>	<p>In class, you will be studying Ancient Australia. In groups, you will be exploring a variety of sources on Narrabeen Man.</p> <p>You will be required to write a paragraph to explain who Narrabeen Man was and how he died. You will need to use what you have learnt in class and in your group work.</p> <p>You will need to remember the paragraph work that you did on the Iceman and apply the same PEEL (Point, Explain, Example, Link) structure to this paragraph.</p>
<b>Task Requirements:</b>	<p>Your paragraph must:</p> <ul style="list-style-type: none"><li>• Show detailed understanding of who Narrabeen Man was</li><li>• Use the sources to provide an explanation of who Narrabeen Man was and how he died</li><li>• Use vocabulary words specific to a study of Ancient Australia</li><li>• Use PEEL paragraph structure</li></ul>
<b>Syllabus Outcomes:</b>	<p>This task assesses your ability to:</p> <ul style="list-style-type: none"><li>• locate, select and organise information from sources to develop an historical inquiry (HT4-8)</li><li>• use a range of historical terms and concepts (HT4-9)</li><li>• communicate in written form about the past (HT4-10)</li></ul>

### Feedback from student about task:

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *HISTORY* is \_\_\_\_\_

Learning in *HISTORY* could be improved if:

\_\_\_\_\_  
\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_  
\_\_\_\_\_

## Success Criteria

Elements	Specific Criteria	A 9-10	B 7-8	C 5-6	D 3-4	E 1-2
<b>Understands the big idea(s)</b>	Understands how sources can be used to investigate and interpret historical mysteries	Uses sources effectively to explain the mystery of the Narrabeen Man (who he was and why he died)	Makes reference to sources and can explain who Narrabeen Man was and why he died	Makes some connection between the sources and the explanation of Narrabeen Man	May mention sources but limited understanding of how those sources explain the mystery of Narrabeen Man	Limited or no reference to sources and makes statements about Narrabeen Man
<b>Literacy / Numeracy</b>	Writes a cohesive paragraph using PEEL structure	Well-structured sentences with PEEL structure clearly identifiable	Most sentences are well-structured and PEEL paragraph structure is clear	Some sentences are well-structured and some elements of PEEL paragraphs are identifiable	Basic sentences and basic understanding	Limited sentences and limit use of PEEL paragraphs
<b>Processes</b>	Uses a range of historical terms and concepts	Uses a wide variety of appropriate historical terms and concepts	Uses a variety of historical terms and concepts	Uses some historical terms and concepts	Limited understanding of subject specific words	Statements about Narrabeen Man show little understanding and few subject specific words

### FEEDBACK from Teacher:

What you did well:	What could be improved:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Explained who the Narrabeen man was.</li> <li><input type="checkbox"/> Explained how the Narrabeen man died.</li> <li><input type="checkbox"/> Used sources to explain the theory.</li> <li><input type="checkbox"/> Wrote clear sentences that presented your ideas.</li> <li><input type="checkbox"/> Used appropriate historical terms and concepts.</li> <li><input type="checkbox"/> Used appropriate punctuation and grammar.</li> <li><input type="checkbox"/> Followed the PEEL structure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Further explanation of who the Narrabeen man was.</li> <li><input type="checkbox"/> Explain how the Narrabeen man died.</li> <li><input type="checkbox"/> Better use of language e.g. appropriate use of historical terms and concepts.</li> <li><input type="checkbox"/> Write clear sentences.</li> <li><input type="checkbox"/> Editing punctuation and grammar.</li> <li><input type="checkbox"/> Using sources as evidence to support ideas.</li> <li><input type="checkbox"/> Following all elements of PEEL.</li> </ul>

Completion of assessment during allocated class time.   Excellent    Moderate    Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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