



Chester Hill High School

Strength in Unity, Excellence in Education

HISTORY FACULTY Assessment Task 1

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|--------------------------------|---|---------------------------|---|
| Course: | Stage 4 History: The Ancient World | Year: | 7 |
| Topic: | Depth Study 1: Investigating the Ancient Past | | |
| Assessment Name: | Investigating the Past: The Iceman | | |
| DATE DUE: | Term 1 Week 8 | | |
| STUDENT NAME: | | | |
| Progress Check FEEDBACK | <input type="checkbox"/> Completion of Paragraphs 1-3 <input type="checkbox"/> Draft of Paragraph 4 <input type="checkbox"/> Thesis clearly established in draft <input type="checkbox"/> Use of PEEL paragraph <input type="checkbox"/> Use of sources | | |
| Progress Check Date: | Term 1 Week 7 | Teacher Signature: | |

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)

| | |
|-----------------------|-----------------------------|
| FAMILY NAME: | GIVEN NAME: |
| TEACHER: | CLASS: |
| DATE DUE: | DATE SUBMITTED: |
| TITLE OF TASK: | TEACHER'S SIGNATURE: |

Task Information

| | |
|--|---|
| Important idea(s) being explored: | Historians and archaeologists use a range of sources to investigate historical mysteries. |
| Skills, Knowledge and understanding being demonstrated: | <p>In class, you will be studying the Iceman. You will be writing a series of paragraphs in class that will be scaffolded and highly supported.</p> <p>These paragraphs will be as follows:</p> <ul style="list-style-type: none"> • Paragraph 1: The discovery of the Iceman • Paragraph 2: The body of the Iceman • Paragraph 3: The clothing and equipment of the Iceman |
| Task Requirements: | <p>You will then be required to write a fourth paragraph which you will submit as your first assessment task. You will need to use what you have learnt in class writing the three practice paragraphs.</p> <p>Paragraph 4: Explain who the Iceman was and how he died.</p> <p>Your paragraph must:</p> <ul style="list-style-type: none"> • Use PEEL (Point, Explain, Example, Link) paragraph structure • Use sources to support your explanation |
| Syllabus Outcomes: | <p>This task assesses your ability to:</p> <ul style="list-style-type: none"> • locate, select and organise information from sources to develop an historical inquiry (HT4-8) • use a range of historical terms and concepts (HT4-9) • communicate in written form about the past (HT4-10) |

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 |
|------------------------------------|---|--|--|--|--|--|
| Understands the big idea(s) | Understands how sources can be used to investigate and interpret historical mysteries | Uses sources effectively to explain the mystery of the Iceman (who he was and why he died) | Makes reference to sources and can explain who he was and why he died | Makes some connection between the sources and the explanation of the Iceman | May mention sources but limited understanding of how those sources explain the mystery of Iceman | Limited or no reference to sources and makes statements about the Iceman |
| Literacy / Numeracy | 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 |
| Processes | 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 the Iceman show little understanding and few subject specific words |

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

| | | | |
|--------------------------|--|-------------|--|
| Teacher Signature | | Mark | |
|--------------------------|--|-------------|--|