JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: History  Course: Ancient History  Year: 12

Assessment Task: Historical Analysis – Research Essay

Assessment Weighting: 30%  Due: Term 1  Week 10  Date: 30/03/20

Task Type: Hand in Task ❑  In Class Task [ ] Practical Task [ ]

Outcomes assessed (NESA)

| AH12-1 | accounts for the nature of continuity and change in the ancient world |
| AH12-4 | analyses the different perspectives of individuals and groups in their historical context |
| AH12-5 | assesses the significance of historical features, people, places, events and developments of the ancient world |
| AH12-8 | plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| AH12-9 | communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |

Task Description/Overview

You will be undertaking research into the legacy of Akhenaten, in particular, his religious changes. You must use the two sources provided, as well as your own research and provide a bibliography. You are to complete a written essay that is to be completed at home and submitted through Canvas.

Detailed Assessment Task Description

See the attached Assignment Sheet for complete details. The task is to be submitted to CANVAS by 8.20 on Monday 30th March, 2020. Late submissions will receive a zero mark.

Marking Guidelines – Part 1 Research Essay

Evaluate the impact that Akhenaten’s religious policies had on the Ramesside period of the 19th and 20th Dynasties.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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| Outstanding (O)| • Provides an informed judgement about the impacts of Akhenaten’s religious policies on the Ramesside pharaohs based on criteria relevant to the historical context  
                  • Presents a sustained, logical well structured response with accurate and detailed knowledge of Akhenaten’s religious policies and the Ramesside pharaohs  
                  • Supports the response with detailed and accurate information from the sources provided and other sources; may analyse and evaluate sources  
                  • Uses a range of appropriate historical terms and concepts                                                                                                                                | 17-20      |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Score</th>
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| High (H)| • Provides a judgement about the impact of Akhenaten’s religious policies on Ramesside Egypt  
• Presents a logical, structured response with detailed knowledge of the Amarna and Ramesside periods  
• Supports the response with information from the sources provided and other sources; may analyse and evaluate sources  
• Uses appropriate historical terms and concepts                                                                 | 12-16 |
| Sound (S)| • May make some judgement about the impact of Akhenaten’s policies  
• Presents a response with some knowledge of the policies of Akhenaten and the Ramesside period  
• Supports the response with information from the sources provided and some other sources  
• Uses some appropriate historical terms and concepts                                                                 | 9-12  |
| Basic (B)| • Makes statements about the different roles played by religion in New Kingdom Egypt  
• Presents descriptive narration with basic knowledge of the Amarna and Ramesside periods  
• May support the response with basic information from the sources provided  
• Basic use of appropriate historical terms and concepts                                                                 | 5-8   |
| Limited (L)| • Presents a very limited narration/description of Akhenaten’s reign  
• Very limited use of appropriate historical terms and concepts                                                                                       | 1-4   |

**Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes
JOHN EDMONDSON HIGH SCHOOL
ANCIENT HISTORY ASSESSMENT TASK
AKHENATEN AND NEW KINGDOM EGYPT

TASK

Your task is to research the question given below and write a response to the question at home. Your answer must be based on your research as well as the 2 stimulus sources provided. For this task you will also be required to hand in your research notes and an annotated bibliography.

NOTE: You will be provided with an outline of how to set out your bibliography. You must follow the conventions on the outline.

BREAKDOWN OF TASK WEIGHTING

TOTAL WEIGHTING: 30%
RESEARCH ESSAY: 20%
RESEARCH NOTES: 5%
ANNOTATED BIBLIOGRAPHY: 5% (You must refer to at least 5 resources – 2 of which must be books.)

ESSAY QUESTION

Using your research and the 2 sources provided:

Evaluate the impact that Akhenaten’s religious policies had on the Ramesside period of the 19th and 20th Dynasties.

ESSAY LENGTH: 1000-1200 words

If you are having any problems make sure that you see your teacher with adequate time before the due date.
YEAR 12 ANCIENT HISTORY
AKHENATEN AND NKE ASSESSMENT TASK
STIMULUS SOURCES

SOURCE 1

Akhenaten and Nefertiti at the Window of Appearances from the tomb of Ramose

SOURCE 2

The Temple of Abydos, built by Seti I and Ramesses II. Dedicated to 7 gods.
### Marking Guidelines part 2 - RESEARCH NOTES

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<tr>
<th>Marks</th>
<th>Criteria</th>
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| 5     | • Very well-structured research notes covering a large scope of information.  
        • A large range of sources are addressed.  
        • Very detailed and specific notes with clear relevance to the question. |
| 3-4   | • Well-structured research notes with a good scope of information.  
        • Refers to range of sources.  
        • Detailed notes with clear relevance to the question. |
| 1-2   | • Poorly structured or limited research notes.  
        • Limited number or sources utilised.  
        • Notes are lacking in specific detail and relevance to the question. |
| 0     | • Research notes not adequately completed or handed in. |

### Marking Guidelines part 3 - ANNOTATED BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
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| 5     | • Very well-structured bibliography with detailed and relevant annotations.  
        • A large range of sources are addressed (at least 5, including 2 books). |
| 3-4   | • Well-structured bibliography with relevant annotations.  
        • Refers to range of sources (No less than 4, including 2 books). |
| 1-2   | • Poorly structured or limited bibliography.  
        • Limited number or sources utilised (less than 4). |
| 0     | • Bibliography not adequately completed or handed in. |

### FEEDBACK

**Areas of strength:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Areas where improvement is needed**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
WRITING A BIBLIOGRAPHY

What is a bibliography?
- A bibliography is an alphabetical list of the sources – books, magazines, newspapers, CDROMs, Internet, interviews, etc. – that you have used to prepare your assignment or presentation.

Why do we write bibliographies?
- To acknowledge our sources
- To give our readers information to identify and consult our sources
- To make sure our information is accurate

What if we don’t include a bibliography?
- We may be accused of plagiarism (that is, stealing another person’s ideas or writing)
- If so, we may lose some or all of the marks for an assignment or a course

<table>
<thead>
<tr>
<th>Books</th>
<th>Internet</th>
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<tbody>
<tr>
<td>- Name of author/s (surname, first name)</td>
<td>- Name of author/s</td>
</tr>
<tr>
<td>- Year of publication</td>
<td>- Year of publication</td>
</tr>
<tr>
<td>- Title</td>
<td>- Title</td>
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<tr>
<td>- Publisher</td>
<td>- [On-line]</td>
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<tr>
<td>- Place of publication</td>
<td>- Internet address</td>
</tr>
<tr>
<td>Adams-Smith, Patsy 1978, the ANZACS, Nelson, Melbourne</td>
<td>- Date of access</td>
</tr>
<tr>
<td><em>Note: where no author is known enter the work in your bibliography under the title with the year following</em></td>
<td><a href="http://www.querty.marl.com/herv3b">http://www.querty.marl.com/herv3b</a></td>
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<td>~citg 12 Nov. 1997</td>
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<td>- [video]</td>
<td>- Year of publication</td>
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<td>- Year of publication</td>
<td>- Title</td>
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<td>- Publisher</td>
<td>- Title of article</td>
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<td>- Place of publisher</td>
<td>- Newspapers name</td>
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<tr>
<td>Over blue horizon {video} 1991, Skink Video, Brisbane, QLD</td>
<td>- Day and month</td>
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<td>- Page number</td>
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Points to remember
- Instead of typing the titles in bold face, you can underline them or use italics
- Indent the second line of a reference in order to make the author’s name or title clear
- Make the indenting consistent throughout
- Get into the habit of writing down the biographic details as soon as you decide that a resource will be useful
- Present your bibliography in alphabetical order