

JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History

Course: Ancient History

Year: 11

Assessment Task: Source Analysis: The Nature of Ancient History and Deir El Medina

Assessment Weighting: 30%

Due: Term 1

Week: 9

Date: 26/03/2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
Task Description/Overview
You will be completing an in-class source-based test. <i>11AH6 Will complete the task during Period 2 and 3 Tuesday Week 9 with 11AH4 in B07/8.</i>
Detailed Assessment Task Description
You will have 60 minutes in which to address all questions in the test. Questions could cover the following topics: <ul style="list-style-type: none">- The Nature of Ancient History- Deir El Medina You will be presented with two short answer questions (The Nature of Ancient History) and an extended response essay style question (Deir El Medina) relating to the provided historical sources and the material you have studied in class. <i>See attached pages for scaffolds to help you prepare for the task.</i> You will be given four sources as stimulus materials (you should aim to research other sources), as well as the actual essay question and writing scaffold (so that you can be prepared).

Test/Examination Structure	
Section Description	Marks Available
Short Answer	10
Extended Response	20
Total Marks for this task	30

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

SOURCES – STIMULUS MATERIALS

SOURCE 1:



SOURCE ANALYSIS TABLE	
Author/Creator of the source	<i>A Worker sketched by an artist on ostracon, found at Deir El Medina.</i> Demovic, M. and Hayes, M. (1996). <i>Deir el Medina and Pompeii</i> . Melbourne: Longman Australia, p.9.
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/ Usefulness	
Limitations (inc. Reliability)	

SOURCE 2:

Letter to Husband

You wrote to me, 'Receive the 80 sacks of grain from this ship of the fisherman It-nefer,' so you said in writing. I went to receive them, and I found he had 72½ sacks. And I said to him, 'What is this 72½ sacks of grain?' so I said to him, 'although this letter says 80 sacks?' And the men said, 'What we measured for ourselves was three complete measures of [2]½ sacks each, leaving 72½ sacks of grain,' so they said. I kept my silence at the moment, saying 'By the time you come, Amen-United-with-Eternity will have done everything bad with me ...'

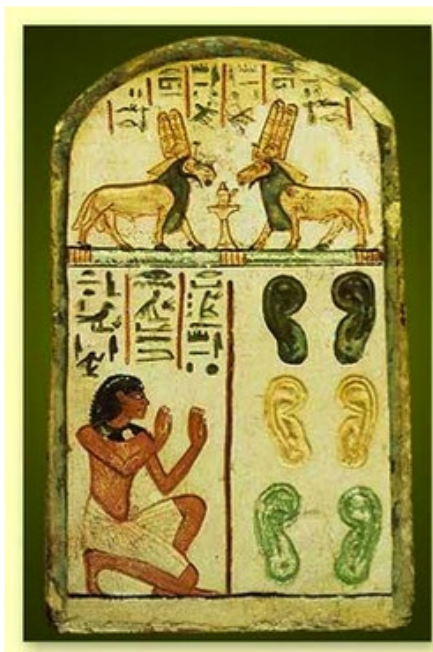
SOURCE ANALYSIS TABLE	
Author/Creator of the source	Letter from Deir El Medina Found in: McDowell, AG 1999, <i>Village Life in Ancient Egypt: Laundry Lists and Love Songs</i> , Blackwell, Oxford, pp. 44–45. Quoted in Iselin, L & Harris, P 2004, <i>Heinemann Ancient and Medieval History: Everyday Lives</i> , Heinemann, Melbourne, p.18
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/ Usefulness	
Limitations (inc. Reliability)	

SOURCE 3:

House tenure was more strictly controlled in the workmen's village than elsewhere; properties tended to pass from father to son, as did their trades and professions. Constrained by the village limits, house-owners were not normally in a position to increase the sizes of their houses, as so often happened elsewhere. With few exceptions, and those mostly in later official extensions of the village, the workmen's houses conformed to a type which is often cited as characteristic of the houses of Egyptians who were not of the humblest categories of society, or of the ranks of officialdom. The peculiar nature of the village of Deir el-Medina may not be ignored, but it may also be considered as representative of a settled community with long-established practices and traditions, in contradistinction to those other surviving ancient Egyptian settlements which were perhaps of less durable purpose.

SOURCE ANALYSIS TABLE	
Author/Creator of the source	James, TGH 1984, <i>Pharaoh's People</i> , University of Chicago Press, Chicago, pp. 230–231.
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/ Usefulness	
Limitations (inc. Reliability)	

SOURCE 4:



SOURCE ANALYSIS TABLE	
Author/Creator of the source	<i>The workman Bai praying to his god 'of many ears'</i> Demovic, M. and Hayes, M. (1996). <i>Deir el Medina and Pompeii</i> . Melbourne: Longman Australia, p.20.
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/ Usefulness	
Limitations (inc. Reliability)	

ESSAY QUESTION AND SCAFFOLD

Analyse what evidence reveals about everyday life in Deir El Medina.
(750-1000 words)

PLAN:

Develop your ideas on what the question is asking and plan what points you put into your essay. This could be done in the form of a mind map.

SCAFFOLD

Analyse Definition: *Identify components and the relationship between them; draw out and relate implications.*

INTRODUCTION: Identify and define the subject.

Body: Place events in sequential order, emphasising cause and effect.

POINT 1: Use the PEEEL method to identify components of the question and their implications.

POINT 2: Use the PEEEL method to identify components of the question and their implications.

POINT 3: Use the PEEEL method to identify the relationships between components of the question.

POINT 4: Use the PEEEL method to identify the relationships between components of the question.

CONCLUSION: Sum up your main argument and indicate the end result of your analysis.

PLAN YOUR USE OF SOURCES:

Think of which sources you will use in your essay and what paragraphs you will use them in.