

# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: History Course: Ancient History Year: 12

Assessment Task: Research Task and Multimodal Presentation

Assessment Weighting: 30% Due: Term 1 Week 9, Monday Date: 25/03/2024

Task Type: Hand in Task  In Class Task  Practical Task

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|---|
| <b>Outcomes assessed (NESA)</b>   |
| <b>AH12-1</b> accounts for the nature of continuity and change in the ancient world<br><b>AH12-4</b> analyses the different perspectives of individuals and groups in their historical context<br><b>AH12-5</b> assesses the significance of historical features, people, places, events and developments of the ancient world<br><b>AH12-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources<br><b>AH12-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms  |
| <b>Task Description/Overview</b>  |
| You will be undertaking research into Society in China during the Han Dynasty 206 BC – 220 AD. You must do your own research and provide an annotated bibliography.<br><br>This assessment has two options:<br>a) a 1500 (+/- 10%) word essay with bibliography<br>b) a multimodal presentation, 1 page summary and an annotated bibliography.<br><br>You are to submit all to Canvas by 8:25am on the due date.<br><br>Your research will be conducted based on a randomly allocated question from the list below: <ul style="list-style-type: none"><li>- <i>Evaluate the importance of religion in Chinese society during the Han dynasty.</i></li><li>- <i>Analyse the role of the imperial bureaucracy during the Han dynasty.</i></li><li>- <i>Evaluate the nature and role of the army during the Han dynasty.</i></li><li>- <i>Analyse what writing and literature reveal about Chinese cultural life during the Han dynasty.</i></li><li>- <i>Analyse the role of women in Chinese society during the Han dynasty.</i></li><li>- <i>Analyse how funerary customs help us to understand Chinese society during the Han dynasty.</i></li></ul> |
| <b>Detailed Assessment Task Description</b>   |
| See the attached Assignment Sheet for complete details. The task is to be submitted to CANVAS by 8.25 on Monday 20 <sup>th</sup> March, 2023.<br>Late submissions will receive an N-Warning.  |

### 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 2**  
**Society in China during the Han Dynasty 206 BC – 220 AD**

BREAKDOWN OF TASK WEIGHTING

**TOTAL WEIGHTING: 30%**

ESSAY: 25%

BIBLIOGRAPHY: 5% (You must refer to at least 7 sources – 2 of which must be secondary sources.)

**OR**

RESEARCH PRESENTATION: 20%

1 PAGE SUMMARY: 5%

ANNOTATED BIBLIOGRAPHY: 5% (You must refer to at least 5 sources – 2 of which must be secondary sources.)

TASK

You will be undertaking research into Society in China during the Han Dynasty 206 BC – 220 AD. You must do your own research and provide a bibliography.

You are to complete either an essay or a multimodal presentation on your assigned topic. The essay must be 1500 words (+/- 10%). The presentation must be between 6-8 minutes in length. You must refer to your sources of information in the essay or presentation (You must refer to at least 7 sources for the essay, 5 for the presentation – 2 of which must be secondary sources).

You are to submit your essay and bibliography OR multimodal presentation, presentation transcript, summary and annotated bibliography to Canvas by 8:25am on the due date.

Your research will be conducted on a randomly allocated question from the list below:

|  |
|--|
| Evaluate the importance of religion in Chinese society during the Han dynasty.                 |
| Analyse the role of the imperial bureaucracy during the Han dynasty.                           |
| Evaluate the nature and role of the army during the Han dynasty.                               |
| Analyse what writing and literature reveal about Chinese cultural life during the Han dynasty. |
| Analyse the role of women in Chinese society during the Han dynasty.                           |
| Analyse how funerary customs help us to understand Chinese society during the Han dynasty.     |

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

# ESSAY

You will be marked on:

- Historical knowledge and understanding of the assigned topic.
- Structure of essay
- Choice of sources.
- Use of sources.
- Depth and detail of the essay

The essay is a sustained response of your question that should be 1500 words, +/- 10%. It must be properly referenced and footnoted with Harvard Style referencing (guide attached).

# MULTIMODAL PRESENTATION

You will be marked on:

- Historical knowledge and understanding of the assigned topic.
- Structure of presentation
- Choice of sources.
- Use of sources.
- Depth and detail of the presentation

**Multimodal texts** combine two or more modes. **Multimodal** refers to the integration of multiple modes of communication and expression, which can be perceived by senses such as sight, hearing, and touch. Using multiple modes of communication is helpful for conveying information to your audience.

Your presentation must be a sustained response to your question. Information is to be presented and must not be only written but can be spoken and recorded or make use of text to speech. You may include brief dot points and short quotes in your slides. You may use any suitable visual aide including PowerPoint, Google Slides and Prezi. Example outline:

**Question:** \_\_\_\_\_

Slide 1: Your first slide is your introductory slide. Everything in your introduction should be said here. For example: In this presentation I will be discussing the question.....

Middle Slides: Your slides should show your evidence and some short dot points. You should have your detailed information in your transcript. If you refer to sources refer to them as “source A: citation” for the first “Source C: citation” for the second and so on.

Final slide: This should be your conclusion. In this slide, you should summarise your presentation and reach clear conclusions to address your question on your assigned topic.

*Please hand in a transcript of your presentation.*

# SUMMARY

As part of your research, you are to create a 1-page summary document of your assigned topic. This document must summarise your research findings and will be given to the other members of the class, so that everyone is provided with summarised notes on each of the topics.

In this document you are to include an outline of your research findings (that is a summary of your main points from your assigned topic), as well as details of your chosen sources and an analysis of what the source shows about your assigned topic.

You can design the summary page in any way that you decide, but it must be informative and provide adequate detail. This may be a table, Mind Map, graphic organiser, written notes.

# BIBLIOGRAPHY

Students must acknowledge work that is not their own. You must refer to at least 5 resources – 2 of which must be books. Students must use primary sources (including ONE non-written) AND at least TWO other relevant secondary sources.

## 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

|  |  |
|--|--|
| <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Name of author/s (surname, first name)</li> <li>• Year of publication</li> <li>• Title</li> <li>• Publisher</li> <li>• Place of publication</li> </ul> <p>Adams-Smith, Patsy 1978, the ANZACS, Nelson, Melbourne</p> <p><i>Note: where no author is known enter the work in your bibliography under the title with the year following</i></p> | <p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Name of author/s</li> <li>• Year of publication</li> <li>• Title</li> <li>• [On-line]</li> <li>• Internet address</li> <li>• Date of access</li> </ul> <p>Mudmore, Digby 1997, The Juteman of South Borneo [on-line] 1997 <a href="http://www.querty.marl.com/herv3b~citg">http://www.querty.marl.com/herv3b~citg</a> 12 Nov. 1997</p> |
| <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• [video]</li> <li>• Year of publication</li> <li>• Publisher</li> <li>• Place of publisher</li> </ul> <p>Over blue horizon {video} 1991, Skink Video, Brisbane, QLD</p>  | <p><b>Newspaper articles</b></p> <ul style="list-style-type: none"> <li>• Name of author/s</li> <li>• Year of publication</li> <li>• Title of article</li> <li>• Newspapers name</li> <li>• Day and month</li> <li>• Page number</li> </ul> <p>Hull, C. 1997, Magistrate speeds through school zone, The Canberra Times, 11 Nov, P. 5</p>  |

### 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 and annotations in alphabetical order**

## Annotated Bibliography

### Use the CRAAP test

Context - When was it written? By Who?

Reliability - Can I trust the information? How do you know?

Authors Authority - Why is this author an expert? Why do I care what they say?

Authenticity - Do other people in the field support the data? Is it published in a reputable journal? How do we know it's not a dodgy source?

Purpose - Why was the article written and how does this affect what is in the article?

Usefulness - How did you use the source in your presentation? (complete at the end/during the writing stage of assessment)

### Annotated Bibliography Template

Class: \_\_\_\_\_

Name: \_\_\_\_\_

## Annotated Bibliography

*Surname, A., (year). Title. Publisher. Place of publication*

This book was written in the year and is a source. This source is or is not reliable and how this is obvious to the reader. This author is an expert who works at a university or is not and why this is a good thing or a problem. This source is good because it was published by a university press publisher or it was a small book that is disputed by other authors as not correct. This article was written for entertainment and why this is a bad thing or this article was written for education and why this is a bad thing or this article was written to analyse data and present findings and why this is a thing. This source was vital for understanding or was only useful for one thing and why.

*Cartwright, M., (2017). Iliad. [online] World History Encyclopedia. Available at: <<https://www.ancient.eu/iliad/>> [Accessed 26 March 2021].*

Cartwright's article is a secondary source written and published in 2017. This work is reliable as it has clearly used trustworthy books written by historians but lacks footnoting or citations throughout. The author is a writer and not a scholar however his work has a comprehensive bibliography and therefore is a trustworthy description of events. Cartwright's articles are written for revenue and so can be trusted to be truthful but his website and articles are not academic and have not been peer-reviewed by actual historians and archaeologists who could have added more depth to this information. It was written simply to be used to help people understand and it useful for this purpose.

| <b>Marking Guidelines – Part 1 Essay</b> |  |                   |
|--|--|-------------------|
| <b>Grade</b>                             | <b>Description</b>   | <b>Mark Range</b> |
| <b>Outstanding (O)</b>                   | <ul style="list-style-type: none"> <li>Provides a comprehensive evaluation demonstrating detailed historical knowledge and understanding of the assigned topic.</li> <li>Supports the response with detailed and accurate information from the specified sources including primary sources and at least TWO relevant secondary sources, shown in the presentation.</li> <li>Critically Analyses and evaluates sources.</li> <li>Presents a sustained, logical and cohesive response using a range of appropriate historical terms and concepts.</li> </ul> | <b>21-25</b>      |
| <b>High (H)</b>                          | <ul style="list-style-type: none"> <li>Provides a coherent evaluation demonstrating historical knowledge and understanding of the assigned topic.</li> <li>Supports the response with information from the specified sources including primary sources AND at least TWO other relevant secondary sources, shown in the presentation.</li> <li>Analyses and evaluates sources.</li> <li>Presents a logical response using appropriate historical terms and concepts.</li> </ul>   | <b>16-20</b>      |
| <b>Sound (S)</b>                         | <ul style="list-style-type: none"> <li>Provides some evaluation demonstrating understanding of the assigned topic.</li> <li>Provides a response with some information from primary sources AND at secondary sources, shown in the presentation.</li> <li>May analyse and evaluate sources.</li> <li>Presents a response using some appropriate historical terms and concepts.</li> </ul>   | <b>11-15</b>      |
| <b>Basic (B)</b>                         | <ul style="list-style-type: none"> <li>Provides a description demonstration understanding of the assigned topic.</li> <li>May provides basic information from relevant sources in the presentation.</li> <li>Presents a basic response using some historical terms and concepts.</li> </ul>  | <b>6-10</b>       |
| <b>Limited (L)</b>                       | <ul style="list-style-type: none"> <li>Presents a limited description, which may contain relevant sources.</li> <li>Presents a limited response with little or no use of historical terms and concepts.</li> </ul>   | <b>1-5</b>        |

| <b>Marking Guidelines – Part 2 Bibliography</b> |   |                   |
|---|---|-------------------|
| <b>Grade</b>                                    | <b>Description</b>  | <b>Mark Range</b> |
| <b>Outstanding (O)</b>                          | <ul style="list-style-type: none"> <li>Very well-structured bibliography</li> <li>A large range of sources are addressed (at least 7, including 2 books).</li> <li>Adheres to Harvard referencing style.</li> </ul>       | <b>5</b>          |
| <b>High (H)</b>                                 | <ul style="list-style-type: none"> <li>Well-structured bibliography</li> <li>Refers to a range of sources (No less than 5, including 2 books).</li> <li>Adheres to Harvard referencing style with some errors.</li> </ul> | <b>4</b>          |
| <b>Sound (S)</b>                                | <ul style="list-style-type: none"> <li>Attempts a structured bibliography</li> <li>Refers to a range of sources (No less than 4, including 1 book).</li> <li>Attempts to adhere to Harvard referencing style.</li> </ul>  | <b>3</b>          |
| <b>Basic (B)</b>                                | <ul style="list-style-type: none"> <li>Poorly structured or limited bibliography.</li> <li>Limited number or sources utilised (less than 4).</li> <li>May adhere to Havard referencing style.</li> </ul>                  | <b>2</b>          |
| <b>Limited (L)</b>                              | <ul style="list-style-type: none"> <li>Bibliography not adequately completed.</li> </ul>  | <b>1</b>          |
| <b>Non-Attempt (N/A)</b>                        | <ul style="list-style-type: none"> <li>Bibliography not handed in.</li> </ul>   | <b>0</b>          |

### Marking Guidelines – Part 1 Presentation

| Grade                  | Description  | Mark Range   |
|------------------------|--|--------------|
| <b>Outstanding (O)</b> | <ul style="list-style-type: none"><li>• Provides a comprehensive evaluation demonstrating detailed historical knowledge and understanding of the assigned topic.</li><li>• Supports the response with detailed and accurate information from the specified sources including primary sources and at least TWO relevant secondary sources, shown in the presentation.</li><li>• May analyse and evaluate sources.</li><li>• Presents a sustained, logical and cohesive response using a range of appropriate historical terms and concepts.</li></ul> | <b>17-20</b> |
| <b>High (H)</b>        | <ul style="list-style-type: none"><li>• Provides a coherent evaluation demonstrating historical knowledge and understanding of the assigned topic.</li><li>• Supports the response with information from the specified sources including primary sources AND at least TWO other relevant secondary sources, shown in the presentation.</li><li>• Presents a logical response using appropriate historical terms and concepts.</li></ul>  | <b>12-16</b> |
| <b>Sound (S)</b>       | <ul style="list-style-type: none"><li>• Provides some evaluation demonstrating understanding of the assigned topic.</li><li>• Provides a response with some information from primary sources AND at secondary sources, shown in the presentation.</li><li>• Presents a response using some appropriate historical terms and concepts.</li></ul>  | <b>9-12</b>  |
| <b>Basic (B)</b>       | <ul style="list-style-type: none"><li>• Provides a description demonstration understanding of the assigned topic.</li><li>• May provides basic information from relevant sources in the presentation.</li><li>• Presents a basic response using some historical terms and concepts.</li></ul>  | <b>5-8</b>   |
| <b>Limited (L)</b>     | <ul style="list-style-type: none"><li>• Presents a limited description, which may contain relevant sources.</li><li>• Presents a limited response with little or no use of historical terms and concepts.</li></ul>  | <b>1-4</b>   |

Areas of strength:

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Areas where improvement is needed:

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Strategies for next time:

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| <b>Marking Guidelines – Part 2 1-page summary</b> |   |                   |
|---|---|-------------------|
| <b>Grade</b>                                      | <b>Description</b>  | <b>Mark Range</b> |
| <b>Outstanding (O)</b>                            | <ul style="list-style-type: none"> <li>Provides a comprehensive summary demonstrating detailed historical knowledge and understanding of the assigned topic.</li> <li>Supports the response with detailed and accurate information from the chosen sources.</li> <li>Presents a relevant and informative summary, with clear detail on the assigned topic.</li> </ul> | <b>5</b>          |
| <b>High (H)</b>                                   | <ul style="list-style-type: none"> <li>Provides a coherent summary demonstrating historical knowledge and understanding of the assigned topic.</li> <li>Supports the response with accurate information from the chosen sources.</li> <li>Presents an informative summary, with clear detail on the assigned topic.</li> </ul>  | <b>4</b>          |
| <b>Sound (S)</b>                                  | <ul style="list-style-type: none"> <li>Provides a clear summary demonstrating sound historical knowledge and understanding of the assigned topic.</li> <li>Supports the response with information from the chosen sources.</li> <li>Presents an informative summary, with some detail on the assigned topic.</li> </ul>   | <b>3</b>          |
| <b>Basic (B)</b>                                  | <ul style="list-style-type: none"> <li>Provides a summary demonstrating some historical knowledge of the assigned topic.</li> <li>May support the response with information from the chosen sources.</li> <li>Presents a basic summary, with some detail on the assigned topic.</li> </ul>  | <b>2</b>          |
| <b>Limited (L)</b>                                | <ul style="list-style-type: none"> <li>Provides a summary of the assigned topic.</li> <li>May support the response with information 1 or more sources.</li> <li>Presents a limited summary.</li> </ul>  | <b>1</b>          |
| <b>Non-Attempt (N/A)</b>                          | <ul style="list-style-type: none"> <li>1-page not handed in or Non-Serious attempt.</li> </ul>  | <b>0</b>          |

| <b>Marking Guidelines – Part 3 Annotated Bibliography</b> |  |                   |
|---|--|-------------------|
| <b>Grade</b>  | <b>Description</b>   | <b>Mark Range</b> |
| <b>Outstanding (O)</b>                                    | <ul style="list-style-type: none"> <li>Very well-structured bibliography</li> <li>Detailed and relevant annotations.</li> <li>A large range of sources are addressed (at least 5, including 2 books).</li> </ul> | <b>5</b>          |
| <b>High (H)</b>   | <ul style="list-style-type: none"> <li>Well-structured bibliography</li> <li>Relevant annotations.</li> <li>Refers to a range of sources (No less than 4, including 2 books).</li> </ul>                         | <b>4</b>          |
| <b>Sound (S)</b>  | <ul style="list-style-type: none"> <li>Attempts a structured bibliography</li> <li>Brief annotations.</li> <li>Refers to a range of sources (No less than 4, including 1 book).</li> </ul>                       | <b>3</b>          |
| <b>Basic (B)</b>  | <ul style="list-style-type: none"> <li>Poorly structured or limited bibliography.</li> <li>May not have annotations</li> <li>Limited number or sources utilised (less than 4).</li> </ul>                        | <b>2</b>          |
| <b>Limited (L)</b>  | <ul style="list-style-type: none"> <li>Bibliography not adequately completed.</li> </ul>   | <b>1</b>          |
| <b>Non-Attempt (N/A)</b>                                  | <ul style="list-style-type: none"> <li>Bibliography not handed in.</li> </ul>  | <b>0</b>          |