



# Preliminary Ancient History Assessment Plan 2023

Student performance in Ancient History is assessed through a range of experiences that, in a standards referenced environment, allow students to demonstrate what they know and the level of achievement they have attained. Assessment strategies include opportunities for students to demonstrate their skills in a variety of ways and often in a number of ways. The experiences will vary according to the unit/s of work and could include concrete, practical, oral, pictorial, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the semester to demonstrate their knowledge, understanding and skills as articulated in the objectives and outcomes of the Ancient History syllabus via their ability to:

- Demonstrate knowledge and understanding of the key course content
- Undertake the process of historical inquiry
- Apply historical concepts and skills to examine the ancient past.
- Communicate an understanding of history, sources and evidence, and historical interpretations.

Student performance in Ancient History is monitored and recorded through the use of frequent teacher/student interactions. Teachers will collect and record evidence of student learning throughout the unit. Notations include but are not limited to feedback on student work, performance on individual assessment experiences as determined by the criteria for the task and the standards referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

## Ancient History Grade Scale

A- The student demonstrates extensive knowledge concerning peoples, places, societies and events in the contexts of their time, change and continuity over time and applies highly developed skills in historical inquiry and communication (historical questioning, organisation of relevant information, analysis of source, analysis and synthesis of information) in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B- The student demonstrates thorough knowledge concerning peoples, places, societies and events in the contexts of their time, change and continuity over time and applies well-developed skills in historical inquiry and communication (historical questioning, organisation of relevant information, analysis of source, analysis and synthesis of information) in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C- The student demonstrates sound knowledge concerning peoples, places, societies and events in the contexts of their time, change and continuity over time and applies skills and processes in historical inquiry and communication to a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D- The student demonstrates a basic knowledge concerning peoples, places, societies and events in the contexts of their time, change and continuity over time and applies historical inquiry and communication skills in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E- The student demonstrates an elementary knowledge concerning peoples, places, societies and events in the contexts of their time, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

The following Assessment Schedule includes Common Assessment Tasks that in combination with the Suggested Assessment Experiences throughout 2023 will be used to assist teachers to determine individual student achievement in relation to the Grade Scale for the Stage 6 Course in Ancient History. When making this on-balance judgment, consideration is given to the

achievement of students in both the Common Tasks and the Suggested Assessment Experiences throughout the reporting period. Students are encouraged to consider that all tasks and experiences undertaken build their profile for the teacher to make their judgments.

**Common Assessment Tasks** will be more formal in nature and students can expect to receive a Notification for those tasks. These tasks will apply to all students undertaking the Stage 6 Ancient History Course in 2023.

**Assessment Schedule:**

	Common Task 1	Common Task 2	Common Task 3	
Task Type and Description	Source Analysis (HI)	Historical Investigation (HI)	Yearly Examination (IC)	
Task Timing	Term 1, Week 10 27/3/22	Term 3, Week 1 21/7/22	Term 3, Weeks 8 & 9	
Outcomes	AH11-1, 11-2, 11-5, 11-6, 11-9	AH11-3, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	AH11-1, 11-2, 11-4, 11-6, 11-9	
Components				Total %
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

**Suggested Assessment Experiences:**

Source based short answer and extended responses, historical investigations, research essays, multiple choice questions, evaluative essays, reports, source annotations, annotated bibliographies and presentations.