**Stage 2 Ancient Studies**

**Assessment Type 1: Skills and Applications**

**Topic 1: Daily Life – Han Dynasty**

**Description of assessment:**

Students have been studying the topic Daily Life – Han Dynasty, and have engaged in readings, class activities and discussions associated with the society. The purpose of this assessment is for students to demonstrate understanding of and insight into daily life during the Han Dynasty by evaluating primary source material.

**Task:**

Conduct independent research into daily life during the Han Dynasty, consulting a variety of primary and secondary sources.

* Create a **virtual museum** of daily life during the Han Dynasty. In this virtual museum, demonstrate an awareness and understanding of the society at the time. Choose **4 primary sources** that inform our understanding of some of the different areas of daily life. This could include:
* Social organisation; duties, roles, occupations, responsibilities
* Religion/beliefs
* Education and/or philosophy
* Leisure/occupations
* Literacy
* Inventions and advancements
* Political organisation
* Include commentary on what the source reflects about the society during the Han Dynasty. Evaluate the nature of the source as a piece of historical evidence (approx. 250 words per source).

**Assessment Conditions:**

* Multimodal presentation up to a maximum of 1000 words or 6 minutes
* A variety of sources should be selected, including at least one written
* An appropriate medium to support the presentation, e.g. PowerPoint, Photostory, Film, or other preferred platform

Knowledge and Understanding

KU1 Knowledge and understanding of texts, artefacts, ideas, events, and/or people.

KU2 Recognition of, and reflection on, political, social, cultural, and/or economic diversity within the ancient world.

Research and Analysis

RA1 Research into and analysis of primary and secondary sources and perspectives.

Application

A3 Evaluation of the nature of sources and evidence.

Performance standards for Stage 2 Ancient Studies

Downloaded from the online subject outline

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| - | Knowledge and Understanding | Research and Analysis | Application |
| A | In-depth knowledge and critical understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Discerning and well-informed recognition of, and insightful reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Insightful knowledge and understanding of literary, historical and/or archaeological concepts. | Comprehensive research and critical analysis of appropriate primary and secondary sources and perspectives.  Insightful research into and understanding of ideas or innovations that emerged from the ancient world, and in-depth consideration of their influence. | Comprehensive synthesis of evidence and appropriate and consistent acknowledgment of sources.  Clear, precise, and highly persuasive communication of ideas and arguments, using subject-specific language.  Perceptive, consistent, and accurate evaluation of the nature of sources and evidence. |
| B | Some depth of knowledge and understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Well-informed recognition of, and thoughtful reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Some depth of literary, knowledge and understanding of historical and/or archaeological concepts. | Well-considered research and critical analysis of appropriate primary and secondary sources and perspectives.  Thoughtful research into and understanding of ideas or innovations that emerged from the ancient world, and some depth in consideration of their influence. | Well-considered synthesis of evidence and appropriate acknowledgment of sources.  Clear and persuasive communication of ideas and arguments, using subject-specific language.  Consistent and accurate evaluation of the nature of sources and evidence. |
| C | Knowledge and understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Generally informed recognition of, and considered reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Knowledge and understanding of literary, historical and/or archaeological concepts. | Competent research and analysis of appropriate primary and secondary sources and perspectives.  Research into and understanding of ideas or innovations that emerged from the ancient world, and consideration of their influence. | Description with some synthesis of evidence and acknowledgment of sources.  Informed communication of ideas and arguments, using some subject-specific language.  Consideration and some evaluation of the nature of sources and evidence. |
| D | Recognition and basic understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Recognition and superficial consideration or description of the political, social, cultural, and/or economic diversity within the ancient world.  Recognition of one or more literary, historical and/or archaeological concepts. | Identification and basic consideration of primary and secondary sources and/or perspectives, mainly using description.  Recognition and superficial consideration of ideas or innovations that emerged from the ancient world. | Description of evidence with acknowledgment of sources.  Superficial communication of ideas and arguments.  Superficial consideration of the nature of sources and evidence. |
| E | Limited awareness of an aspect of the ancient world.  Attempted description and emerging awareness of the political, social, cultural, and/or economic diversity within the ancient world.  Some awareness of a literary, historical or archaeological concept. | Limited identification or use of sources.  Some awareness of an idea or innovation that emerged from the ancient world. | Attempted description of evidence.  Attempted communication of an idea or one or more points towards an argument.  Limited consideration of a source. |