



# Condobolin High School



## Notification of an Assessment Task

**Name and Type of Task: Source Analysis – Otzi the Iceman**

**Year OR Stage: Year 7**

**Subject: HSIE/History**

**Task Number: 3**

**Date Issued: 30/8/24 (Friday T3 Wk 6)**

**Date Due: 13/9/24 (Friday, T3 Wk 8)**

**Total Marks: 20**

**Weighting: 25%**

**Class Teacher/s Ms Whiley and Mr Logan**

**Head Teacher: Ms Sidoroff**

**Submission Instructions – You will hand your task in during your History lesson Friday, Period 5 13/9/24**

### **Task Context:**

In this topic you have learnt how historians and archaeologists investigate history. You have examined historical sources, such as paintings, drawings and diaries, which provide information about groups of people from the past. In this task, you will have the opportunity to demonstrate your skills of understanding and using evidence from historical sources to show your understanding of Otzi the Iceman and his historical significance

### **Syllabus Content:**

HT4.1- Describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4.5 identifies the meaning, purpose and context of historical sources

HT4.8- Locates, selects and organises information from sources to develop an historical inquiry

HT4.9- Uses a range of historical terms and concepts when communicating an understanding of the past

### **Task Description:**

The assessment task requires you to complete two separate activities on the discovery of Otzi the Iceman.

#### **Part A- Source Analysis**

Students will examine sources on Otzi the Iceman, answering one question per source. Questions and sources are attached to this sheet.

#### **Part B- Extended Response**

Using information from the sources and your own knowledge, answer the following question:

**‘What is significant about the discovery of Otzi the Iceman?’**

Your response should be 150-250 words and include a range of historical terms and reference to at least two sources.

### **Criteria for Assessing Learning:**

You will be assessed on your ability to:

- Explain the ways sources contribute to understanding the past
- Locate and analyse information from sources
- Refer explicitly to sources
- Use historical terms and concepts

### **Key Verbs:**

*Analyse- Identify components and the relationship between them; draw out and relate implications*

*Demonstrate- show by example*

*Examine- inquire into*

*Investigate- plan, inquire into and draw conclusions about*

*Justify- support an argument or conclusion*

*Summarise- concisely express the relevant details*

## Marking Guidelines:

### Part A: Source Analysis

Description	Marks
<ul style="list-style-type: none"><li>• Demonstrates an extensive understanding of the way sources contribute to our understanding of the past</li><li>• Skilfully locates and organises information from within a source</li><li>• Use a wide range of historical terms and concepts</li></ul>	9-10
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the way sources contribute to our understanding of the past</li><li>• Locates and organises information from within a source</li><li>• Use a range of historical terms and concepts</li></ul>	7-8
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the way sources contribute to our understanding of the past</li><li>• Locates information from within a source</li><li>• Uses historical terms and concepts</li></ul>	5-6
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of the way sources contribute to our understanding of the past</li><li>• Attempts to locate information from within a source</li><li>• Use some historical terms and concepts</li></ul>	3-4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the way sources contribute to our understanding of the past</li><li>• No information located</li><li>• Little to no use of historical terms and concepts</li></ul>	1-2

### Part B: Extended Response

Description	Marks
Demonstrates a comprehensive understanding of the significance of Ötzi with a sustained argument throughout. Effectively integrates and critically evaluates evidence from three or more sources to support the argument. Consistently uses a wide range of historical terms and concepts accurately and appropriately.	9-10
Demonstrates a strong understanding of the significance of Ötzi with a mostly sustained argument. Refers to three sources to support the argument, with some critical analysis. Uses a range of historical terms and concepts with general accuracy.	7-8
Demonstrates a sound understanding of the significance of Ötzi with some sustained points. Refers to two sources with minimal analysis to support the argument. Uses some historical terms and concepts, though not always accurately.	5-6
Demonstrates a basic understanding of the significance of Ötzi with limited sustained points. Refers to one source with little or no analysis. Basic use of historical terms and concepts, with frequent inaccuracies.	3-4
Demonstrates a limited understanding of the significance of Ötzi with no sustained argument. Does not refer to sources and uses limited historical terms and concepts.	1-2
Non serious attempt	0