KURRI KURRI HIGH SCHOOL FORMAL ASSESSMENT NOTIFICATION - STAGE 4

Faculty:QUEST		Year: Year 8	Date Given:
			Date Due:
Subject:QUEST		Teacher: Douglas Golding Jacobs Norberry Purcell	Assessment Task No:1
Area of Study: Is my life a Greek Tragedy?			Weighting: History 20% English 20%

Skills Focus Area:	Outcomes Being Assessed:
Source annotation Analytical writing Creative writing	EN 4-1A A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. EN 4-3B A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. EN-4-4B A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence. HT4-2 describes major periods of historical time and sequences events, people and societies from 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 HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past
Content Focus Area: Ancient Greece Drama Source Analysis	Project Focus: Is my life a Greek tragedy?

Task:
Term 1, Week 2
Part A – On-line Quiz
You will complete an On-line Quiz in Canvas to review your knowledge of historical concepts and terminology.

Term 1, Week 6
Part B – Source Analysis and Discussion Paragraph
You are required to annotate the source portfolio and write a discussion paragraph response to the following question:
-   Did the Trojan War really happen?

Term 1, Week 9
Part C – Monologue
Imagine you are a character from one of the Ancient Greek myths/legends you have studied this year.
You will be required to use the knowledge of this character to develop and perform a dramatic monologue about their personal thoughts and experiences.

Formative Assessment:
Peer critique and peer review will be used to informally assess your progress in your drafts for each component of this assessment.
Discussion paragraphs will be modelled and drafted in class time to informally assess your ability in this area for the assessment.

Literacy Skills:	4 C's:	
☒ Speaking & Listening ☒ Reading & Viewing ☒ Writing	☐ Collaboration ☒ Critical Thinking	☒ Communication ☒ Creativity
Explain: Students will listen during the monologue in order to provide written and verbal feedback. Students will read and view a variety of texts about Ancient Greek experiences. Students will write both creatively and analytically.	**Explain:** Students will have to think critically about historical sources before representing the main ideas in a discussion paragraph. Students will have to creatively integrate their knowledge into a monologue and communicate it effectively to the audience.	

Things you need to DO to complete this task:

Step	Things I will do	What will I see as a result
1	Use class time effectively to complete my Online quiz during the set time.	Allow me to complete the online quiz to the best of my ability.
2	Use class time effectively to complete my source portfolio	Allow me to complete the source portfolio to the best of my ability. Create the information I can use in my discussion paragraph.
3	Use class time effectively to draft, review and publish my discussion paragraph in class.	Allow me to complete my discussion paragraph to the best of my ability.
4	Use class time effectively to draft and review my monologue in class	Allow me to complete my monologue to the best of my ability.
5	Choose an option to publish my monologue to present to the class.	Allow me to produce work to the best of my ability as I will be comfortable in the presentation of my monologue.

Kurri High School Year 8 Quest Formative Task

Ancient Greece – Source Portfolio and Discussion Paragraph

Task Description: Part A - Source Portfolio

➢ You have been provided with 4 historical sources in relation to the Trojan War.

➢ The entries in your source portfolio will relate to evidence either supporting or against the event taking place.

➢ You are required to annotate the source portfolio. It should be annotated by including detailed notes for each date entered on your timeline according to the template provided on the following page. Your annotations should explain why you consider that particular event/date to have been significant.

➢ Each of the dates entered on your source portfolio should also be supported by a reference. Use the information found in the sources to provide a bibliography to support your research.

SUGGESTED LAYOUT: Note – it would be best to set the document as landscape rather than portrait.

Part B – Discussion Paragraph

You need to write a discussion paragraph response to the following question:

➢ Did the Trojan War really happen?

Background Information

Homer's Iliad and the Trojan War

The story told in the Iliad is a popular story that has been passed down through the generations. Whether any part of the story is true is still a mystery. Some archaeological discoveries have only added to the debate. The story was probably passed down by storytellers for three centuries before it was recorded in writing by Homer. Homer is believed to be a Greek who lived in the eighth century BC. However, some scholars think that his poems were the work of several people.

As the Iliad tells the story, there are several main characters. Among them are:

• Agamemnon, the king of Mycenae

• Menelaus, the king of Sparta and brother of Agamemnon

• Helen, the wife of Menelaus

• Priam, the king of Troy

• Paris, son of Priam

• Odysseus, a Mycenaean warrior hero.

According to the *Iliad*, the war started because Paris abducted Helen and took her to Troy. As Homer tells the story, Agamemnon gathered a great Greek navy and led a ten-year siege of Troy that included huge battles outside the city's walls. Troy was finally defeated by Mycenaean trickery. Pretending to have given up the siege, the Greeks left a giant wooden horse with their hero Odysseus and about twenty other warriors hidden inside. Seeing that the Greeks had sailed away, the Trojans thought that the Greeks had left the horse as a gift. After the rejoicing Trojans dragged the horse into the city, Odysseus and his companions crept out and opened the city gates for the returning Greeks, who seized and destroyed Troy.

Things you need to DO to complete this task:

Step	Things I will do	What will I see as a result
1	Read through the assessment task and complete the assessment task planner.	Allow me to plan my use of time in order to complete the task on time.
2	Use class time effectively to complete my source portfolio.	Allow me to complete the source portfolio to the best of my ability.
3	Choose two sources from my portfolio and draft a discussion paragraph.	Allow me to have a draft to get feedback on during the peer critique process.
4	Reflect on peer critique and make changes to my discussion paragraph.	Allow me to complete my discussion to the best of my ability.
5	Ensure I have completed all parts of the assessment task including a bibliography and submit for marking by the due date.	Ensure my assessment is not penalised for late submission. All parts submitted to allow for maximum marks.

My Assessment Task Planner:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7

DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Example 1:	1870	Photo: Schliemann's Dig site 2005 At Canakkale, about 300km south-west of Istanbul in turkey, Schliemann dug up these city ruins. Later excavations have shown that the site contains ruins of nine different settlements, built one on top of the other. **Bibliography Information** Trojan War. 2009. Viewed 19 January 2019, https://www.history.com/topics/ancient-history/trojan-war	In 1870, a German amateur archaeologist, Heinrich Schliemann, began digging on what he believed was the site of ancient Troy. He found a large number of various artefacts in the site, such as arrow heads, which signified a battle had taken place.	This source supports the Trojan war occurring as he used the Iliad to help find its location. The artefacts found at the site were dated for the time period the war was thought to have taken place.	This is a secondary source as the photo was created in the 21st Century yet it depicts the site the Trojan War may have occurred on. It is also an archaeological source.

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Example 2: To be modelled in class. Bibliography already complete.		 The **Mykonos vase**, a *pithos*, is the earliest dated object (Archaic period, c. 675 BC) which depicts the Trojan Horse during the Trojan War. It was found in 1961 (with human bones inside) on Mykonos, the Greek island for which it is named, by a local inhabitant. **Bibliography Information** Osborne, R. 1998. *Archaic and Classical Greek Art*. Oxford University Press, Oxford.			

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Source 1		"…. Had Helen really been in Troy, she would have been handed over to the Greeks with or without Paris' consent; for I cannot believe that either Priam or any other kinsman of his was mad enough to be willing to risk his own and his children's lives and the safety of the city, simply to let Paris continue to live with Helen." From *The Histories*, written by ancient Greek historian Herodotus (o.484-425BCE) Translated by Waterfield, R. and Dewald, C. in Oxford by Oxford University Press in 2008.			

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Source 2		 The gold 'Mask of Agamemnon'. Heinrich Schliemann claimed to have found it in 1876 when he excavated graves in Mycenae. It is held in the National Archaeological Museum, in Athens. Many archaeologists doubt that this really is Agamemnon's death mask for several reasons: • Schliemann had a record of faking archaeological finds and he could have had the mask made. • The grave where the mask was found is about 300 years earlier than the supposed date of the Trojan War. • The 'Mask of Agamemnon' looks very different from the masks found covering the remains of other Mycenaean chieftains. Accessed 2019, 19th January. Calder, W., 1999. Is the Mask a Hoax?. [Online] Available at: http://archive.archaeology.org/9907/etc/calder.html			

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Source 3		The Iliad, Book 4, lines 446–51 'When the Trojans and Achaeans met in one place, shield clashed with shield and spear with spear in the rage of battle. Bossed shields beat one upon another, and there was a tramping as of a great multitude. Triumphant shouts of slayers mixed with death-cries of the slain, and the earth ran red with blood.' The main source for our knowledge of the Trojan War is Homer's *Iliad* (written sometime in the 8th century BCE) where he recounts 52 days during the final year of the ten-year conflict. Translated by Robert Fagles. New York: Penguin, 1990.			

Source number	Date of event	Source: Quote/picture/specific reference to source which illustrates significance of date	Summary of the particular event and/or date	Is this source for or against the Trojan War? Justify your answer.	Category of source e.g. primary or secondary, written or archaeological, perspective of source
Source 4		A number of stone tablets have been found in archaeological digs that appear to be the official government records of the Hittite Kings. One of the tablets, discovered in 1894, records a letter from Hattusilis to the Greek (Mycenaean) King, which says: "In the matter of [Troy, with whom we disagreed], …we have made friends. A war…is wrong for us [at this time]" This tablet probably refers to an alliance, made in about 1280bc, between the Trojans and the Hittites. From Trevor Bryce's article "The Last Days of Hattusa" as it originally appeared in Archaeology Odyssey, January/February 2005.— https://www.biblicalarchaeology.org/daily/ancient-cultures/ancient-near-eastern-world/the-last-days-of-hattusa/ Accessed January 19th 2019			

Junior Bibliography Guide

When you quote, paraphrase, summarise or copy information you must always acknowledge the source at the end of the text in the Bibliography

Bibliography – Referencing

Different types of resources should be separated and in alphabetical order.

Books -

Author, Initial.Date.*Title of book*.Publisher,Place of publication.

For books with more than one author, list all authors as they are listed on the publication.

E.g.

Bowler, A.1998. *Ancient Egypt*.Harvard Press, London

Dyer, A. 2007.*Space.*Five Mile Press, Victoria.

Reid, D, Parsons, M & Green, C. 1989. *Staff Management in Human Services.*Mcgraw Hill, London.

Websites -

Name of site.Date.When it was viewed,URL.

E.g.

Behaviour Modification.2007.Viewed 31 August 2011, http://www.education.org.uk/behaviour.html.

Films, TV, Radio –

Title of Program.Year.Type of Recording (videorecording, television program, motion picture etc), Producer, Place of Publication.

E.g.

*Sunday too far away.*1995.Motion Picture,South Australian Film Corporation, Adelaide.

Bibliography Template

Use the headings in the template below to help you record the information you need to complete your bibliography. An example has been included for each text type for your reference. Use the information from the Junior Bibliography Guide to help you rewrite the information from the template to form your bibliography to be submitted with your assessment. You can submit the bibliography template as your bibliography with your assessment, however, you will not be able to receive full marks.

Books

Author	Date	Title of book	Publisher	Place
Bowler, A	1998	*Ancient Egypt*	Harvard Press	London

Websites

Name of site	Date	When it was viewed	URL
Behaviour Modification	2007	Viewed 31 August 2011	http://www.education.org.uk/behaviour.html

YEAR 8 QUEST SOURCE PORTFOLIO & DISCUSSION PARAGRAPH MARKING CRITERIA

STUDENT NAME: | **CLASS:**

How well have you demonstrated that you have met the outcomes assessed in this assignment? Your assignment includes:

Part A – Source portfolio

N	E	D	C	B	A	Outcome
☐ No summaries are completed regarding any events/dates in the source portfolio. ☐ No justification between significance of date/event and source.	☐ Limited summary for some or all sources. ☐ Minimal links and justification of source. May just identify if source is for/against event.	☐ Description of 1-2 events/dates in the source portfolio. ☐ Link between the date/event and justification of significance of 1 source.	☐ Detailed description of at least 3 events/dates in the source portfolio. ☐ Clear link between the date/event and justification of significance of 2 sources.	☐ Comprehensive evaluation of 3-4 events/dates in the source portfolio. ☐ Strong link between the date/event and justification of significance of 3 sources.	☐ Insightful evaluation of 4 events/dates in the source portfolio. ☐ Strong link between the date/event and justification of significance of all 4 sources.	HT4-2 describes major periods of historical time and sequences events, people and societies from the past AOL 1 Knowledge
0 marks	_____ × 0.5 = _____	_____ × 1 = _____	_____ × 1.5= _____	_____ × 2 = _____	_____ × 2.5 = _____	/5
☐ Category of sources is not explained. ☐ No perspectives were identified.	☐ Category of sources is explained for 1 source. ☐ Perspective of 1 source is correctly identified.	☐ Category of sources is explained for 2 sources. ☐ Perspective of 2 source is correctly identified.	☐ Category of sources is explained for 3 sources. ☐ Perspective of 3 sources is correctly identified.	☐ Category of sources is explained for 4 sources. ☐ Perspective of all 4 sources is correctly identified.	☐ Category of sources is correctly and clearly explained for all 4 sources. ☐ Perspective of all 4 sources is clearly and correctly identified.	HT4-5 identifies the meaning, purpose and context of historical sources AOL 2 Source Analysis
0 marks	_____ × 0.5 = _____	_____ × 1 = _____	_____ × 1.5 = _____	_____ × 2 = _____	_____ × 2.5 = _____	/5
☐ No bibliography is included.	☐ Bibliography template is used with some sections completed.	☐ Bibliography template is used with most sections completed.	☐ Bibliography template is correct and has all sections complete.	☐ Bibliography is correctly categorised without using template.	☐ Bibliography is correctly categorised and alphabetised without using template.	HT4-8 locates, selects and organises information from sources to develop an historical inquiry AOL 3 Research
0 marks	_____ × 1 = _____	_____ × 2 = _____	_____ × 3 = _____	_____ × 4 = _____	_____ × 5 = _____	/5
☐ No theme position ☐ No use of historical terminology.	☐ Theme position – not evident. ☐ Minimal use of historical terminology.	☐ Theme position – attempts to use key words at the beginning of each analysis. ☐ Some use of historical terminology.	☐ Theme position – Key words feature at the beginning of each analysis. ☐ Satisfactory use of historical terminology.	☐ Theme position – main idea is present at the start of each analysis. ☐ Regular use of historical terminology.	☐ Theme position – main idea/point clearly drives the analysis. ☐ Consistent use of relevant historical terminology.	HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past HT4-10 selects and uses appropriate oral, written,

						visual and digital forms to communicate about the past AOL4 Communication
0 marks	_____ × 0.5 = _____	_____ × 1 = _____	_____ × 1.5 = _____	_____ × 2 = _____	_____ × 2.5 = _____	/5

Part B – Discussion Paragraph

☐ No appropriate analysis provided OR no written response.	☐ Minimal argument for and/or against the event established – mostly recount of the sources.	☐ Attempts to establish an argument for and/or against the event– some description with minimal links back to the sources.	☐ Argument established for and/or against the event with some links back to the sources throughout the paragraph.	☐ Detailed argument for and against the event sustained throughout the paragraph.	☐ Insightful and detailed argument for and against the event sustained throughout the paragraph.	ENG 1. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. AOL1
0 marks	_____ × 1 = _____	_____ × 2 = _____	_____ × 3 = _____	_____ × 4 = _____	_____ × 5 = _____	/5
☐ No appropriate analysis provided OR no written response.	☐ Identifies a technique used within the text.	☐ Description of a technique used within the text	☐ Description with some analysis of how language forms and features shape meaning.	☐ Analysis of how language forms and features shape meaning.	☐ Effective analysis of how language forms and features shape meaning.	ENG 4. A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence. AOL 2
0 marks	_____ × 1 = _____	_____ × 2 = _____	_____ × 3 = _____	_____ × 4 = _____	_____ × 5 = _____	/5
☐ Does not provide a written response	Builds a basic, at times disjointed, text. Attempts to use some writing strategies ☐ TEEEC – attempts, inconsistent, lacking sections e.g. C sentences ☐ Theme position not evident ☐ Multiple spelling and grammatical mistakes ☐ Packed noun groups – minimal evidence, or excessive overuse of irrelevant words.	Builds a limited, inconsistently -structured text. Uses some strategies at a basic level. ☐ TEEEC – basic structure with some inconsistencies, ie no C sentences ☐ Theme Position – attempts to use key words at the beginning of the paragraph. ☐ Several spelling and grammatical mistakes ☐ Packed noun groups – attempts to pack nouns, but includes irrelevant words,	Builds a sound, well-structured text mostly sustained, uses all writing strategies ☐ TEEEC – consistent usage of basic structure. ☐ Theme Position – Key words feature at the beginning of the paragraph. ☐ Some inconsistencies in spelling and grammar ☐ Packed noun groups – consistent usage, mostly precise, adjective reliant before the noun	Builds an effective, well-structured and cohesive text - consistent use of writing strategies. ☐ Consistent TEEEC structure or extended TEEEC – good level of evaluation. ☐ Theme Position – main idea is present at the start of the paragraph. ☐ Mostly correct spelling and grammar, broad vocabulary ☐ Packed noun groups – precise, few unnecessary words, attempts to extend beyond the noun	Builds an excellent, well-structured and cohesive text. Consistent usage of strategies. ☐ Consistent TEEEC structure – excellent level of evaluation, may include an extended or blended paragraph. ☐ Theme Position – main idea/point clearly drives the paragraph. ☐ Consistently correct spelling and grammar, broad and academic vocabulary. ☐ Packed noun groups – precise language, no superfluous words, consistently packs	ENG 3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. AOL2

		adjective reliant, may use excessively			before and after the noun.	
0 marks	_____ × 0.5 = _____	_____ × 1 = _____	_____ × 1.5 = _____	_____ × 2 = _____	_____ × 2.5 = _____	/10
	/				TOTAL MARK	/ 40

Comment: _____

_____

_____

Kurri High School Year 8 Quest Summative Task

Ancient Greece – Monologue

Task Description:

Imagine you are a character from one of the Ancient Greek myths/legends you have studied this year.

You will be required to use the knowledge of this character to develop a dramatic monologue about their personal thoughts and experiences. You could consider the following questions as a guide to structure your response.

- Tell me a little bit about yourself (who you are and some important details about your character).
- Describe a particular situation you have found yourself in and justify how you acted in that moment.
- How did this impact on your relationship with other people?
- What are your personal thoughts and feelings on what has happened?

You must ensure that your responses enable you to speak for 2-3 minutes.

There are **two options** for the monologue performance.

Option 1: Students deliver their monologue in front of the class.

Option 2: Students may choose to pre-record their monologue performance, in their own time, and save in an electronic format negotiated with your teacher. If this option is chosen, they must provide the electronic copy on or before the due date so that the performance can be screened in front of the class. **TECHNOLOGICAL ISSUES ARE THE RESPONSIBILITY OF THE STUDENT. If the technology does not work students are expected to stand up and deliver their monologue in front of the class.**

Things you need to DO to complete this task:

Step	Things I will do	What will I see as a result
1	Engage with and deconstruct a variety of scenes and characters from each of the myths/legends studied in class.	I will enhance my understanding of the characters allowing me to build a deeper knowledge for use in future tasks.
2	Choose a character to use within the assessment and provide a short justification/information about the character.	This will enable me to demonstrate my understanding of the chosen character and their qualities to ensure that I am getting teacher feedback to improve my performance.
3	Draft my interview responses during class time.	This will enable me to seek and apply feedback to improve my work.

4	Participate in the peer critique process	This will allow me to reflect on the requirements of the task and review how other students have applied the criteria to their work.
5	Apply changes to my monologue based on peer critique and finalise monologue.	This will allow me to submit work that is reflective of the best possible work I can produce.

My Assessment Task Planner:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7

DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14