



# Aspley State High School

## Department of Social Science

### Year 12 Ancient History

Written Research Assignment - "Theme: Personalities In History  
Inquiry: The Empire – Builders of the Ancient East

Student's Name: \_\_\_\_\_

Semester 4, 2009

Form Class: 12. \_\_\_\_\_

Assessment Type: **Summative**

Ancient History Teacher: *Mr Venables*

**Conditions:** Analytical Essay or Creative Response based upon research questions.  
Home and class time for completion.  
Teacher feedback on process and drafts.  
Research Journal to be completed in full  
All Research notes to be handed in.  
Draft(s) to be handed in.  
Referencing (of quotations and sources) to be included.  
Bibliography essential, using Social Science Dept. Guide for setting out.  
Select ONE topic  
Length: 1 500 to 2000 words approximately.

**Dates:** Key Research Question / Hypothesis; Checked on: \_\_\_\_\_  
Draft checking due by: \_\_\_\_\_ Checked on: \_\_\_\_\_  
Assignment Due Date: \_\_\_\_\_ Received on: \_\_\_\_\_

Result Summary (Full details on page two)	LOA
Criterion 1: Planning and Using Research	
Criterion 2: Forming historical knowledge through critical inquiry	
Criterion 3: Communicating Historical Knowledge	
General comments:	

## TASK:

### OPTION ONE: Analytical Essay

#### Choose ONE of these topics:

1. Investigate the early civilisation of the Indus Valley. In so doing select issues to address including reasons for the rise and fall of this culture, its distinguishing characteristics and achievements, along with its significance in terms of both Indian and world history.
2. Assess the contribution made by either Chandragupta Mauraya or Asoka or both to Indian history. Why was national unity so hard to achieve in the history of pre-modern India? What factors enabled the rulers of the Mauraya Empire to achieve an unprecedented degree of unity? Why did their empire fail?
3. Is it possible to draw valid parallels between Asoka and that other great religious radical of antiquity – Akhenaten? Why? Why not?
4. Have the achievements of Qin Shihuangdi been unfairly represented by generations of Confucian historians or was he really the heartless tyrant long depicted in both history and legend?
5. Assess the significance of a major archaeological find associated with either the Qin or Han periods. (What has been discovered? How has information gathered from this site expanded our knowledge of early China? Assess the importance of these new insights into China's past.)
6. Select ONE of the Eastern cultures mentioned above. Develop a relevant hypothesis of your own and analyse aspect(s) of life in that society. Some suggestions include:
  - Architecture and engineering
  - Medicine, science or technology
  - Religion and customs
  - Warfare
  - Law and government
  - Status of womenConsult your teacher before choosing other options or combinations.
7. Topic of own choice. **By negotiation.** (*Written plan to be submitted for approval.*)

### OPTION TWO: CREATIVE RESPONSE

1. Develop a short story/script/newspaper or magazine article based on some aspect of life in either Ancient China or India during one of the periods mentioned above. **By negotiation.** (*Written plan to be submitted for approval.*)

Marking Criteria	A	B	C	D	E
<p><b>Criterion 1: Planning and Using Research</b></p> <ul style="list-style-type: none"> <li>• Identifying the issue for investigation</li> <li>• Devising, developing and focusing the key research question or hypothesis and if appropriate sub-questions</li> <li>• Locating and using primary and secondary sources</li> <li>• Maintaining a record of research - notes <ul style="list-style-type: none"> <li>- draft</li> <li>- Bibliography</li> </ul> </li> <li>• Reflecting on and revising the research process where necessary</li> <li>• Meeting deadlines set.</li> </ul>					
<p><b>Criterion 2: Forming historical knowledge through critical inquiry.</b></p> <ul style="list-style-type: none"> <li>• Identifying the information that is explicit (<i>clearly detailed</i>) in sources</li> <li>• Understanding the nature of historical sources of evidence, assumptions about the problematic character of historical resources, and the tentative and interpretive qualities of historical knowledge (<i>i.e. not assuming evidence is proven fact</i>)</li> <li>• Analysing what is explicit (<i>clear</i>) and implicit (<i>implied or not plainly expressed</i>) in sources, including themes, values and interrelationships within and among sources</li> <li>• Evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of sources and locating value positions, biases, perspectives and standpoints in their historical context</li> <li>• Making decisions about a question or hypothesis: synthesising evidence, reaching a conclusion about a question or hypothesis, and justifying that conclusion.</li> </ul>					
<p><b>Criterion 3: Communicating Historical Knowledge.</b></p> <ul style="list-style-type: none"> <li>• Communicating a knowledge and understanding of historical information, concepts (change and continuity, cause and effect), events and developments</li> <li>• Producing written responses in appropriate genre</li> <li>• Producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence</li> <li>• Meeting requirements for language conventions, referencing, length, scale and scope of responses. (<i>Writing in historical prose</i>)</li> </ul>					