

Assessment Task Notification

RESPECT | RESPONSIBILITY | PERSONAL BEST



Faculty: Core	Course: Humanities	Time allowed: 1 period (Part A) 5 Weeks (Part B)
Teacher: Moore/Koller/Smith		Email:
Task number: 2	Title: Empowerment Task	
Year: 7	Due date: Term 3, Week 2	Weighting: 30%

Syllabus outcomes assessed:

HU- 3: Develops understanding and knowledge of how history and archaeology provide insight into the formation and transformation of diverse environments and cultures past and present.

HU- 4: Develops and demonstrates the skills of analysis in English, Geography and History to identify and explain a range of perspectives.

HU- 5: Demonstrates the ability to think interpretively, critically, imaginatively, reflectively and creatively

HU- 6: Demonstrates the ability to express themselves and their relationship with the world

21st Century and employment related skills:

<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Use of technology
<input checked="" type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Self-reflection and refinement
<input checked="" type="checkbox"/>	Creativity	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>	Initiative and Enterprise
<input checked="" type="checkbox"/>	Planning and Organising	<input checked="" type="checkbox"/>	Cross-Cultural Understanding

Task description:

PART A- Source Analysis (15 marks)

During your study of Ancient China you have learnt how to analyse a variety of primary and secondary sources. This task will allow you to apply the knowledge and skills you have gained by completing a source analysis using the OCPUR structure, with a focus on origin, content and purpose.

Part A will be completed in class and there will be no time limit. You will have access to an OCPUR hint sheet to guide you.

Part B- Storyboard (15 marks)

Compose a modern day, original story that shows a person's journey from disempowerment to empowerment.

Present this story in the form of a storyboard. Select, illustrate and correctly label at least six of the following camera shots and angles to convey the story to the reader. You must have a minimum of six frames and in each you must;

- write what is happening in terms of the story in each frame; and
- label the shot you chose for that frame and explain why you chose it .

Camera angles: under shot, low angle shot, eye level shot, high angle shot, overhead shot

Camera shots: extreme long shot, long shot, full shot, medium/mid shot, close-up, extreme close-up

Assessment criteria:

You will be assessed on your ability to:

Part A

- Analyse the sources using the OCPUR structure; and
- Answer questions with accuracy and detail.

Part B

- Submit an original storyboard that clearly shows a person's journey from disempowerment to empowerment;
- Use at least 6 camera shots and/or angles accurately and effectively to tell your story; and
- Take great care in the presentation of your storyboard.

Method of task submission:

Part A

- Not applicable (in class task)

Part B

- A storyboard in a chosen hard copy format (e.g. project cardboard, album etc.). To be handed in to teacher by the designated due date.

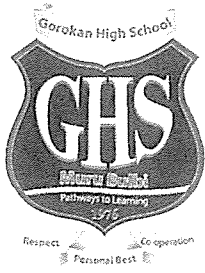
Part B: Storyboard

NAME: _____

CLASS: _____

CRITERIA	What will this look like at an A grade? 13-15	What will this look like at a B grade? 9-11	What will this look like at a C grade? 6-8	What will this look like at a D grade? 3-5	What will this look like at an E grade? 0-2
Create a storyboard that demonstrates how people in modern society are able to empower themselves	A highly detailed storyboard that clearly shows a person's journey from disempowerment to empowerment.	A detailed storyboard that clearly shows a person's journey from disempowerment to empowerment.	A somewhat detailed storyboard. Some evidence of a person's journey from disempowerment to empowerment	A basic level of detail in storyboard. Little evidence demonstrated of a person's journey from disempowerment to empowerment.	No detail in the storyboard. No evidence of a person's journey from disempowerment to empowerment.
Apply your knowledge of camera angles and shots to show an understanding of how images can tell a story	An extensive level of understanding is shown about how camera angles and shots can be used to tell a story. A clear and detailed explanation is given in each frame of why each shot/angle was chosen to show empowerment or disempowerment.	A thorough level of understanding is shown about how camera angles and shots can be used to tell a story. A clear and detailed explanation is given in each frame of why each shot/angle was chosen to show empowerment or disempowerment.	A sound level of understanding is shown about how camera angles and shots can be used to tell a story. Some evidence of explanation is given in each frame of why each shot/angle was chosen to show empowerment/disempowerment. Explanations may have some errors e.g. wrong shots chosen or do not contribute to empowering/disempowering a character.	A basic of understanding is shown about how camera angles and shots can be used to tell a story. Little to no evidence of explanation is given in each frame of why each shot/angle was chosen to show empowerment/disempowerment. Explanations may have some errors e.g. wrong shots chosen or do not contribute to empowering/disempowering a character.	A limited level of understanding is shown about how camera angles and shots can be used to tell a story. No attempt to explain why each shot/angle was chosen or may simply label the shot/angle only.
Submits a creative and original story that shows care and effort in presentation.	The minimum of 6 camera shots/angles are correctly used in the storyboard. A very highly creative and original story that shows extensive care and effort in presentation.	Less than 6 camera/angles shots (5) are used. May be an error in shot/angle choice. A highly creative and original story that shows thorough care and effort in presentation.	Less than 6 camera/angles shots (4) are used. More than one error in shot/angle choice A somewhat creative and original story that shows adequate care and effort in presentation.	Less than 6 camera/angles shots (3 or less) are used. Errors in shot/angle choice. Little originality or creativity shown in the story. Basic level of care and effort shown in presentation.	The same camera angle/shot is used in each frame. Errors in shot/angle choice No originality or creativity shown in the story. Very basic level of care and effort shown in presentation.

NOTE: IF YOU REQUIRE FURTHER FEEDBACK FOR THIS TASK PLEASE MAKE A TIME TO SPEAK WITH YOUR TEACHER.



Source Analysis: Ancient China

Instructions

- Answer all questions using a blue or black pen
- 5 minutes reading time
- 55 minutes to complete source analysis

Section 1- multiple choice (5 marks)

Section 2- source analysis (10 marks)

Name _____

Class _____

Section 1 total / 5

Section 2 total / 10

A	13-15	B	10-12	C	7-9	D	4-6	E	0-3
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Section 1- Source Analysis

For questions 1-3 refer to **Source A**.

Circle the correct answer.

Source A

Most of the people were powerless peasants whose lives changed little over thousands of years. They reared sheep, pigs, poultry, buffalo and oxen, and grew grains such as wheat, millet and barley. Most peasants were tenants who worked fields owned by the lords or gentry. They had to give their landlords about half of everything they produced, as well as paying taxes to the government. Times could be so hard that they were forced to sell their children into slavery.

Peasants had to cope with natural disasters, such as floods and famine, and with the constant threat of war. Most of the infantry in the armies were conscripted peasants. In hand-to-hand fighting their main weapons were at first halberds with bronze blades. Later they used swords made from bronze or iron. Many foot soldiers died in battle. Those who were captured could expect to be executed or condemned to slavery.

Robert Darlington and John Hospodaryk, *History Alive 7* (Milton: John Wiley and Sons Australia, Ltd, 2012), 214.

1. What type of source is **Source A**?
 - A) Primary and written source
 - B) Secondary and non-written source
 - C) Secondary and written
 - D) Primary and non-written

2. What is the origin of **Source A**?
 - A) A story from a newspaper about Ancient China
 - B) It is from the book 'History Alive 7', published in 2012
 - C) A book
 - D) Australia

3. According to the author of **Source A**, why were Chinese peasants 'powerless' for thousands of years?
 - A) Because they lived with the constant threat of war
 - B) Because if they were captured in battle they were executed or condemned to slavery
 - C) Because they grew grains such as wheat, millet and barley
 - D) Because they worked land that was owned by landlords and had to give them half of everything they produced, as well as pay taxes

For question 4 refer to **Source B**.

Source B



Shang dynasty inscriptions on bone. In 1928 nearly 100 000 engraved bones and turtle shells from the Shang dynasty were found near the modern city of Anyang. They were covered in early Chinese writing.

4. How might **Source B** be useful to an historian?

- A) It would make a good exhibit in a museum
- B) The writing could reveal valuable information relating to Ancient China
- C) DNA could be extracted from the bones to reveal what people ate
- D) It could be used to teach modern students about how to write on bones

Source C

Plant	North China	South China
Cereals	millet	rice
Roots and tubers	Chinese artichoke	Chinese yam
Legumes	soybean	adzuki bean
Vegetables	garlic, celery, Chinese cabbage, cabbage, Welsh onion	Chinese kale, water mustard, water dropwort, water spinach, chrysanthemum
Fruit	peach, Chinese plum, apricot, Chinese cherry, sand pear	orange, kumquat, loquat, longan, Chinese strawberry

5. According to Source C, which types of fruits did people from South China eat?

- A) Water dropwort, water mustard, chrysanthemum
- B) Garlic, celery, cabbage
- C) Cherry, apricot, sand pear
- D) Chinese strawberry, orange, longan

END OF SECTION 1

Section 2- Source Analysis

Source D

...Great are the Emperor's [Qin Shihuang] achievements ...

All people under heaven

Work with a common purpose.

Tools and measures are the same ...

The written script is made the same ...

He defines the laws, leaving no one in doubt,

Making known what is forbidden ...

No evil is tolerated,

So all strive to be excellent people ...

None dare to be lazy ...

The ordinary people know peace ...

People help each other,

There are no robbers or thieves:

People delight in his rule ...

Wherever life is found,

All acknowledge his supreme rule ...

Word definitions

* **script:** language

* **forbidden:** not allowed

* **tolerated:** accepted/allowed

* **acknowledge:** recognise or accept

From an inscription ordered by Qin Shihuang. It was carved in 219 BCE.

6. What is the *origin* of **Source D**? (2 marks)

7. Outline the *content* of **Source D**? Use a quote from the source to support your answer. (3 marks)

8. What is the *purpose* of **Source D**? Use a quote from the source to support your answer. (5 marks)
