

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year 9

Ancient Civilisations

Individuals & Societies Assessment

Term 2 - 2015

Teacher Comments:

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Student Reflections: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Criterion A

Criterion B

Ancient Civilisations Assessment Task

**Due Date:** Wednesday Week 8

**Your task:**

* Choose **ONE** Ancient Civilisation of your choice (this choice must be made in consultation with your

teacher), and create an informative and interesting **website** which addresses the statement of

inquiry:

**Civilisations have developed over time and across space evolving into modern day societies.**

Create a **mind map or a graphic organiser** that will show your planning and research, or other as

approved by your teacher. This needs to be handed in as it will be assessed under Criterion B –

Investigating

* Your website should include accurate terminology, facts and examples to help **answer the**

**statement of inquiry**, as well as appropriate images/music and hyperlinks. Webpage design options

will be discussed with your teacher.

* You must source **all** the resources used in a **bibliography (APA format)** included in your web page
* The target audience for this webpage is a Year 9 student
* As part of Criterion B, you will be required to reflect on your investigation process. Your teachers will

guide you through this process.

Your website should focus on any 2 of the **suggested** aspects below:

**A. Religious Beliefs**

* Explain the religious beliefs in your civilisation. Include information on

a. Ceremonies and ways of worshipping.

b. God or Gods which were important in the religion.

c. The roles of religious leaders such as priests in curing disease and maintaining health

d. Ways in which religion impacted on the lives of the people. Did they believe that ill health was linked to transgressions?

e. The role of jewellery, crystals and talismans as symbols of power, healing and protection from injury and sickness.

f. The role of religion in the major celebrations in their lives such as births, weddings, reaching adulthood, death.

**B. Health Issues.**

* Try to answer these questions

a. What health issues were present in this civilisation? eg. prevalent diseases, health practices, life expectancies.

b. What was their sanitation and nutrition like?

c. How did the society protect itself from disease and ill health?

d. What happened if people were sick ~ what was medicine and medical knowledge like at this time?

e. Who healed sick people and who attended births and deaths?

f. What was the infant mortality rate like and their expected lifespan?

**C. Social Organisation**

* Explain how your civilisation was governed and how work was done. For example:

a. How were decisions made, who made them and how did they get to their position of power?

b. How was power distributed? Did men and women have equal rights and responsibilities?

c. Who did the hard manual work, who was responsible for providing food and how did the civilization defend itself?

d. What link was there between their religious beliefs and their rulers?

e. How was knowledge passed on to children? Did they go to school?

f. Could the people become more powerful over their lifetimes or were they each born into a position that didn’t change?

**D. Communications and Writing**

* Inquire into aspects such as

1. How did they record their stories and their history?
2. What tools and media were used in their writing?
3. Who was able to read and write?
4. What were some of the functions and purposes of their writing? (eg. to record trade transactions)
5. What links were there between their written communication and their religion?
6. What value did their culture place on their written communication?

* One aspect/ part of your website must be dedicated to you comparing and contrasting modern society with the civilisation of your choice under the 2 headings you have chosen.Remember to justify your statements.

**Criterion A – Knowing and understanding**

At the end of the course, the student should be able to:

* use a range of terminology in context
* demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

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| --- | --- |
| **MYP Achievement**  **Level** | **Level Descriptor** |
| 7 - 8 | The student:  • **consistently** uses a **range** of terminology **accurately**  • demonstrates **detailed** knowledge  and understanding of content and  concepts through **developed** and **accurate** descriptions,  explanations and examples. |
| 5 - 6 | The student:  • uses **considerable** and **relevant** terminology **accurately**  • demonstrates **substantial** knowledge and understanding of  content and concepts through descriptions, explanations and  examples. |
| 3 - 4 | The student:  • uses **some** terminology **accurately**  • demonstrates **satisfactory** knowledge and understanding of  content and concepts through **simple** descriptions,  explanations and examples. |
| 1 - 2 | The student:  • makes **limited** use of terminology  • demonstrates **basic** knowledge and understanding of  content and concepts through **limited** descriptions,  explanations and examples. |
| 0 | The student does not reach a standard described by any of the above descriptors. |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criterion B – Investigating**

At the end of the course, the student should be able to:

* formulate/choose a clear and focused research question, explaining its relevance
* formulate and follow an action plan to investigate a research question
* use methods to collect and record relevant information
* evaluate the process and results of the investigation, with guidance.

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| **MYP Achievement Level** | **Level Descriptor** |
| 7 - 8 | The student:  • formulates/chooses a **clear** and **focused** research question and **explains**  its relevance  • formulates and **effectively** follows a **consistent** action plan to investigate  a research question  • uses methods to collect and record **appropriate** and **varied relevant**  information  • with guidance, provides a **detailed evaluation** of the research process  and results |
| 5 - 6 | The student:  • formulates/chooses a **clear** and **focused** research question and  **describes** its relevance in **detail**  • formulates and **mostly** follows a **consistent** action plan to investigate  a research question  • uses methods to collect and record **appropriate** **relevant**  information  • with guidance, **evaluates** of the research process and results |
| 3 - 4 | The student:  • **formulates/chooses** a research question that is clear and focused and  **describes** its relevance  • formulates and **occasionally** follows a **partial** action plan to investigate  a research question  • uses method(s) to collect and record **some relevant** information  • with guidance, reflects the research process and results |
| 1 - 2 | The student:  • **identifies** a research question that is clear, focused and relevance  • formulates a **limited** action plan or does not follow a plan to investigate a  research question  • **collects** and **records limited** **or sometimes irrelevant** information  • with guidance, reflects the research process and results in a **limited** way |
| 0 | The student does not reach a standard described by any of the above descriptors. |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_