**Question: *Of the periods up 100 AD that you have studied, which of the societies of the prehistoric and ancient world would you rather have lived in?***

*Refer to a range of areas of ordinary life which may include the following: Structure of society, living conditions, entertainment, food, medicine, technology, dangers & suffering.*

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This assessment is testing your knowledge and understanding of the Ancient World. It is also testing your ability to explain things clearly, using the evidence you have prepared. You will have a lesson to gather your thoughts and make a plan and then another lesson to write your ideas up.

The assessment is testing 4 important Historical Concepts and Skills

1. **Historical knowledge**

TIP: Make sure you know key aspects of life in both Ancient Egypt and Rome & can give specific examples.

1. **Change and continuity**

TIP: Remember that Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between periods.

1. **Diversity of experience**

TIP: A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history.

1. **Writing in a clear way**

TIP: Remember to write in paragraphs, have an introduction which gives the background to the period of study, and a conclusion which explains your overall opinion. Use the IDEA structure to help you structure your paragraphs.

Things to consider for this assessment

* Different groups of people (Historical Actors) within societies had different experiences that would affect their perspectives. Compare the structure and hierarchy of each society. For example, a woman might have a different experience to a man, a rich person to a poor person, a free person to a slave etc. When making a judgement about where is the best place to live you must be specific - better for who?
* Different aspects of life may improve, stay the same or regress at different rates. For example
* Consider the complexity of society – life may have been fairly peaceful and relatively simple compared to life in Ancient Rome.

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| **Writing history – literacy tips** | |
| **When you want to give examples:**  **For example…**  For instance…  This can be seen in…  This is shown by…  This can be proven by…  This is revealed by…  **When you want to contrast:**  However…  On the other hand…  Although…  Despite this…  On the contrary…  Instead…  Whereas…  In contrast…  **When you want to prove impact:**  This led to…  This resulted in…  As a result of…  This meant that…  **When you want to stress something:**  Above all…  In particular…  Especially…  Significantly…  Mainly…  Mostly…  Usually  More importantly…  Fundamentally…  Crucially…  ***When you need to sum up:***  In conclusion…  Finally…  On balance…  In summary…  Having considered the evidence…  Overall…  To conclude… | * One way in which Ancient Rome was a better place to live than Ancient Egypt was in …………… (Transport/medicine/entertainment) * A significant difference between the two societies was in ……… * However this was not enjoyed by all levels of society……. * Slaves/Rich/Women/children would have preferred to live in ……. because …….   **When you need to list things:**  Firstly…  Secondly…  Thirdly…  Finally…  **When you need to explain both sides of the argument:**  On the other hand…  Whereas…  However…  Alternatively…  **When you need to highlight similarities**  In the same way…  Likewise…  Similarly…  As with…  Compared with…  **When you want to add something to what you have written:**  Also…  As well as…  Moreover…  In addition…  Furthermore…  **When you need to explain why something happened:**  Therefore…  Consequently…  One consequence of this was…  This meant that…  Due to…  This caused…  **When you want to use evidence:**  **The evidence suggests…**  According to…  The evidence demonstrates…  The evidence contrasts with…  The evidence is useful because…  The evidence illustrates… |

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| Success Criteria:  ***Of the periods up 100 AD that you have studied, which of the societies of the prehistoric and ancient world would you rather have lived in?***  *Refer to a range of areas of ordinary life which may include the following: Structure of society, living conditions, entertainment, food, medicine, technology, dangers & suffering.* | | | | |
|  | Historical knowledge | Change and continuity | Diversity | Structure |
| 7 | Detailed substantive historical knowledge is used highly effectively through measured selection and precise deployment to support judgements made about the quality of life within and between Ancient Societies. | There is clear understanding of developments that have taken place across the Ancient world in a range of areas and may offer reasons for these changes.  The answer will explicitly demonstrate an understanding that Change and continuity are not a single process. There are many FLOWS of change and continuity operating at the same time. Not all FLOWS go in the same direction.  For example – life in Ancient Rome may progress in one aspect but regress in another. | The answer shows an explicit awareness of the differences within and between societies in the Ancient World.  The answer shows an understanding that a variety of HISTORICAL ACTORS (groups within society) have very different (DIVERSE) experiences of the events in which they are involved and that this affects how people thought and felt in the past. | The argument is conveyed through coherent and meaningful paragraphs leading to an effective and well-substantiated judgement. The structure has been purposefully and deliberately planned to support the analysis and argument. The student has sought advice and has redrafted the answer based on feedback given. |
| 6 | A high level of factual historical knowledge is used to support judgements made about the quality of life within and between Ancient societies discussed. | The answer will explicitly demonstrate an understanding that Change and continuity are not a single process. There are many FLOWS of change and continuity operating at the same time. Not all FLOWS go in the same direction.  For example – life in Ancient Rome may progress in one aspect but regress in another. | The answer shows an awareness of the differences within and between societies in the Ancient World.  The answer shows an understanding that a variety of HISTORICAL ACTORS (groups within society) have very different (DIVERSE) experiences of the events in which they are involved and that this affects how people thought and felt in the past. | The argument is conveyed through well-organized paragraphs leading to a judgement that is explained with relevant justification. There is an effective and logical structure that demonstrates effective planning and redrafting skills. |
| 5 | Historical knowledge is used effectively through selection and deployment to support explanations of the similarities and differences between Ancient Societies | The answer highlights differences between Ancient societies. There is an understanding of developments that have taken place across the Ancient world in a range of areas There will also be understanding of similarities and a clear understanding that sometimes things stay the same or regress. | The answer shows an awareness of the variety of HISTORICAL ACTORS (groups within society). It may give some examples of how different groups experienced different (DIVERSE) conditions in a selection of aspects of their lives. | There is a clear argument is conveyed through organized paragraphs leading to a judgement that is explained with relevant justification. There is an effective and logical structure. There is evidence of planning and has been checked for common errors. |
| 4 | Historical knowledge of the ancient World is evident through the selection of a range of facts describing the quality of life in Ancient Societies. There may be too much description in places or similarities and differences may be listed rather than explained. | Comparisons are made between Ancient societies. Differences are described across a range of areas. There will also be understanding of similarities and will highlight areas where things have stayed the same. | The answer demonstrates an implicit awareness of the different experiences and perspectives within or between societies in the Ancient World. | The response is organized to produce a structured account, although arguments may be implicit and lack development. There may be a judgement but it may offer no real justification or explanation. Planning and redrafting could be used to greater effect. |
| 1-3 | Knowledge is used to support descriptions, although there are some inaccuracies and/or it is too generic rather than specific. There are some claims but they are undeveloped. | The answer either;  briefly describes aspects of the Ancient World with little comparison.  or  offers some simple evidence of similarities and differences. | The answer suggests that all citizens shared the same experience and shows no awareness of different perspectives. The answer compares societies on a simplistic level. | The organization shows some evidence of planning, although the answer is mostly narrative with only implicit links to the question. |
| Overall comment: | | | | |