



Assessment Task Notification

FACULTY: ENG/HSIE

Student Name:		Class: 12AHIS	
Title: Sparta Annotations			
Assessment Task Number: 2		Course: Ancient History (HSC)	Weighting: 30%
Teacher/s:	Miss A McLennan alana.mclennan3@det.nsw.edu.au		Issue Date: 09/03/2026
Type:	Annotation Task		Due Date: 26/03/2026
Allocated Lessons:	2 lessons		Time: 9am
Syllabus outcomes being assessed:			
- AH12-2 proposes arguments about the varying causes and effects of events and developments - AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world - AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument - AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			
Assessment Presentation Guidelines:			
• This notification must be attached to the task when submitted • This task will be submitted in class or online via Teams on the due date.			

Task Description:

You are to select one (1) of the following areas of Spartan Society. For your chosen area, you are to choose a minimum of five (5) sources and submit an annotation of each source. This will be accompanied by a 200 word analysis of each source and its usefulness, bias and reliability in a study of Sparta. Your sources can be either primary or secondary, with a minimum of 2 of these as primary.

The areas are:

- Lycurgus and The Great Rhetra
- Spartan political organisation
- Spartan societal structure
- Military life and the agoge
- The role and status of women

A paper and digital template will be provided for you to guide your responses for each source, it is suggested that you complete this as thoroughly as possible on each source before writing your final 200 word analysis. Examples are provided of each aspect.

Additional Information:

If you will be away on the date, you will need to see Mrs Johnson immediately before or after returning to school with an illness/misadventure form.

Check list:

Sources:

- The sources are a mixture of primary, secondary, text, illustrations and photographs of artefacts, etc.
- They are from your textbook or another trusted source.
- Directly relate to your chosen area of study.
- Check for the spelling, clarity and syntax of your source analyses.
- Bibliography is clear and well organised.

Annotations:

- Each source has been annotated as well as analysed.
- Check spelling, clarity, and that you've noted all aspects.

Declaration of Authenticity

I certify that:

- The planning, development, content and presentation of this assessment task is my own work in every respect
- This assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in this assessment task or in its development
- By submitting my assessment task electronically, I acknowledge this declaration of authenticity of my work

Student Signature

Date

Feedback

- Your teacher will give you verbal and written feedback when returning your task.

Marking Criteria:

You will be assessed on your ability to:

- Locate and annotate 5 sources from your chosen area of Sparta.
- Create an annotated bibliography where you deeply analyse historical sources.

Marking Criteria

A student:	Mark range
- Locates, selects and organises relevant information from 5 sources (both archaeological and written). - Provides a comprehensive and detailed evaluation of each source for their usefulness, bias and reliability, within the stated word limit.	80-100
- Provides a detailed annotation for each of the sources. - Presents a completed and accurate bibliography - Provides a comprehensive evaluation of the source within the social context.	
- Locates, selects and organises relevant information from 5 sources (both archaeological and written). - Provides a comprehensive evaluation of each source for their usefulness, bias and reliability, within the stated word limit.	70-80
- Provides an annotation for each of the sources. - Presents a completed and accurate bibliography - Provides an analysis of the source within the social context. Though may not be completely consistent.	
- Locates, selects and organises relevant information from 5 sources (both archaeological and written). - Provides a comprehensive discussion of each source for some or all: usefulness, bias and reliability, within the stated word limit.	50-70
- Provides a limited annotation for each of the sources. - Presents a mostly completed and accurate bibliography - Provides a discussion of the source within the social context. Though does so for not all sources	
- Locates, selects and organises relevant information from 3 or less sources (both archaeological and written). - Provides a discussion of 3 or less sources for their either: usefulness, bias and reliability, within the stated word limit.	25-40
- Provides an annotation for 3 or less of the sources. - Presents a completed and accurate bibliography - Attempts to provide a discussion of the source within the social context. Though may not be completely consistent or forget a discussion of the social context	
- Locates, selects and organises relevant information from 2 or less sources (both archaeological and written). - Limited or no discussion of 2 or less sources for their either: usefulness, bias and reliability, within the stated word limit.	0-25
- Provides an annotation for 2 or less of the sources. - Presents a completed and accurate bibliography - Limited to no discussion of the source within the social context. Though may not be completely consistent.	

Teacher Feedback:

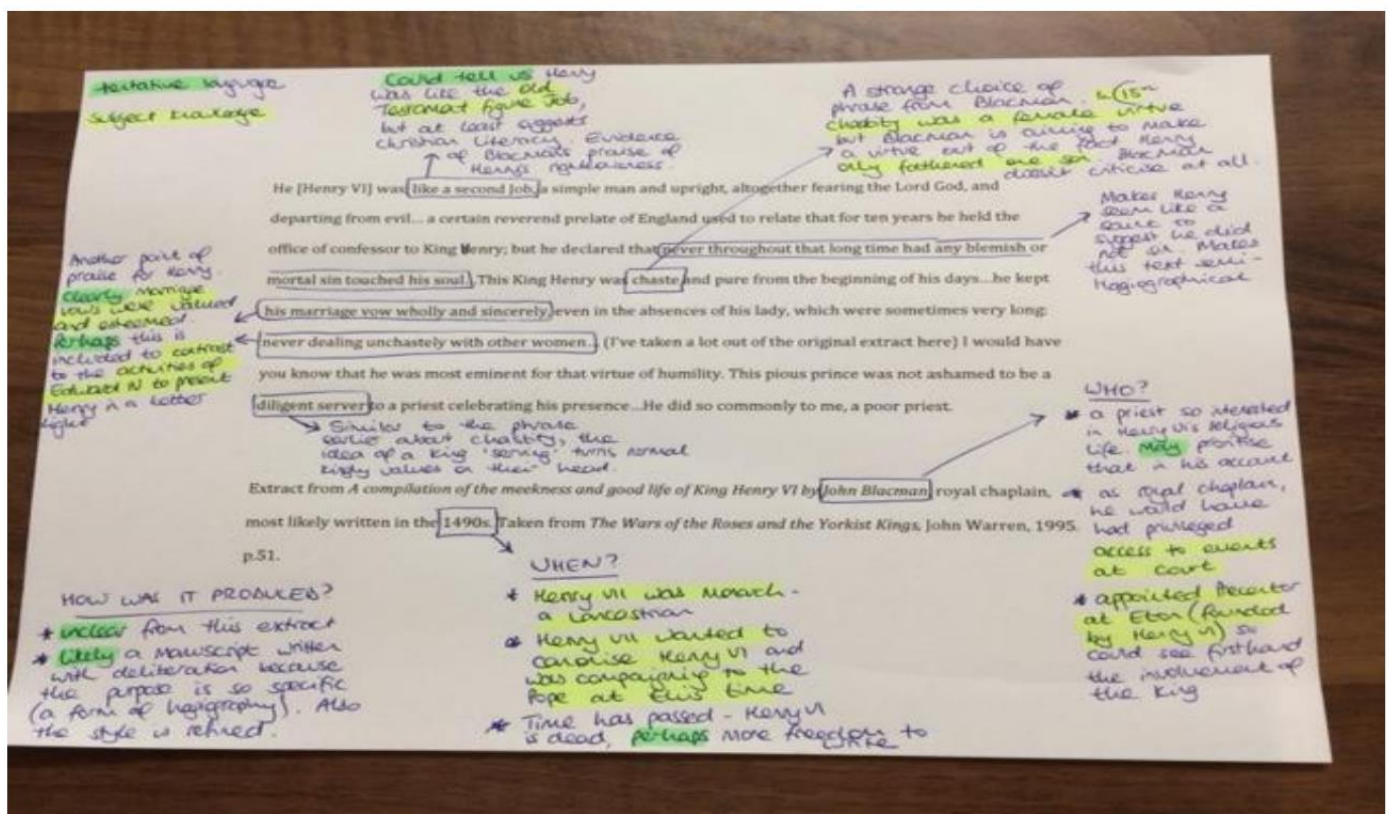
Persistent - Motivated - Creative - Adaptable - Deep Thinker - Problem Solver

Annotation and Source Analysis Examples

Annotation points:

- Relevant notes about the author/artist/what is known about the artefact.
- Questions raised by the author/artist/artefact.
- Time frames of source and author/creator.
- Relative points that connect it to other evidence.

Example Annotation:



Source questions: (to be blended into a full paragraph of minimum 200 words)

1. Summary- Summarise the information of the source.
2. Reliability- How reliable is the author, excavator or historian?
3. Usefulness/ relevance- Discuss the usefulness of the source and relevance in relation to your chosen area
4. Explore the limitations of the source.

Examples of source analyses:

Brands, H. W. 2012. "Grant Takes On The Klan". *American History, Library Of Congress*, 2012.

This article addresses the presidency of Ulysses S. Grant from 1868 and the reactions of the public to his actions throughout post Civil War Reconstruction and the existence of militia groups such as the Ku Klux Klan. The author uses many historical quotes from the public and officials alike, using a modern perspective to illustrate the difficulties of the position of Grant's actions at the time. This article is useful to my research in that it addresses the presidential and political struggles of the period, and being from the American Library of Congress also includes historical imagery. The article is limited in that it is focused on the actions of only president Grant and his actions against the KKK, as well as being quite short and lacking in references. This article will be of use when considering the actions of president Ulysses S. Grant and the changes he made to laws and use the Federal Government in the case of anti- equalist militia groups, and direct quotations from the public.

Desmarais, Norman P., and James H. McGovern. 2020. "Ku Klux Klan: Organisation And Principles". *Essential Documents Of American History*. Providence: Great Neck Publishing.

This is an historical document detailing the structures, hierarchies and membership of the Ku Klux Klan in the mid to late 1800's. The document focuses on the administrative organisation of the Klan and clearly states the beliefs, ideals and principles of those allowed to be involved. This primary source document is extremely useful in understanding the concepts of the KKK and the structure of their society, with the first Grand Wizard dated as 1870, at the time of Reconstruction in the United States. The main limitation of this document is the question of authenticity and tampering and more research will have to be conducted to cross reference this. Though this document may not be referenced directly, it is useful for background knowledge on the topic and mapping out the structure of the organised 1870's variant of the Klan around the time of Reconstruction.