### Subject
10 Ancient History

### Due
Monday 18th May

### Technique
Investigation — historical essay based on research

### Unit
The Ancient and Medieval Worlds

### Topic
Warfare in the Ancient and Medieval Worlds

### Conditions

<table>
<thead>
<tr>
<th>Duration</th>
<th>Approximately 15 hours of class time. Students are to use class time and their own time to develop a response</th>
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</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Written</td>
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<tr>
<td>Length</td>
<td>700 -1000 words (excluding quotes)</td>
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<tr>
<td>Individual/group</td>
<td>Individual</td>
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<tr>
<td>Context</td>
<td>Warfare was common in the Ancient and Medieval worlds. Societies and their leaders utilized it for many reasons: to control their own citizens, expand their territory, consolidate power. Weapons and tactics changed over time and varied from society to society. This investigation gives you the opportunity to focus on an aspect of warfare and weapons which interests you.</td>
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<tr>
<td>Resources available</td>
<td>Access to library and electronic resources</td>
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### To complete this task

- devise your own key inquiry question and 4-5 focus questions

Conduct your investigation by locating and using information beyond your own knowledge and what has been provided in class and on the Highlands class page.

*refer to at least FOUR sources (a minimum of TWO must be books and this includes eBooks) and at least ONE must be a primary source*

- write a historical essay, based on research, that has the following features:
  - in text analysis of at least ONE source (primary)
    - a student-generated hypothesis
    - an introduction (which sets context, and includes the student-generated hypothesis and an outline of the argument)
    - body paragraphs with topic sentences (where you analyse, evaluate and synthesise evidence from historical sources)
    - a conclusion (which draws together the main ideas and arguments)
    - appropriate spelling, punctuation and grammar
- practise ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).
**TASK**

Choose a **battle** from the Ancient or Medieval worlds and explain the following: why it occurred? Was it part of a longer campaign/war? Who were the leaders? Tactics utilised? Outcome? Significance?

**OR**

Choose a **military leader** from the Ancient or Medieval worlds and assess how successful they were. Why were they effective/ineffective? Key battles/campaigns? Who were they fighting and why? Innovative tactics?

**OR**

Select a **weapon or technology** developed/used in the Ancient or Medieval worlds and explain the impact it had. Look at the development of the weapon or technology and give examples of its use which had an influence on the outcome of a battle, campaign or war. *Remember* that the failure to adopt this weapon or technology could also be the focus of your task.

*You may also* look at the development of a technology and assess its influence in a specific situation.

**Timeframe:** any event, person, society in the Ancient or Medieval worlds until 1453 (the end of the Hundred Years War)

**Location:** any society, person, event in any part of the world e.g. Europe, Middle East, Asia, Latin America

**NOT** sure what to do? Ask your teacher, there is no excuse for stumbling in the dark!

**Essay plan:** This can be found on the class page on Highlands

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**CHECKPOINTS** – these are part of your assessment

Progress check (key question, research, sources)

You must see/contact the teacher at least twice to discuss your progress. Each meeting has to be dated and signed.

**Checkpoint One:**

**Checkpoint Two:**

**RESEARCH NOTES:** Use the note taking sheet which is on the class page on Highlands. **ALL** notes are to be handed in. **NB:** note-taking is not cutting and pasting!! You must refer to the sources in your essay and these must appear on the Reference List.

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<table>
<thead>
<tr>
<th>Criterion</th>
<th>Assessment objective</th>
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<tbody>
<tr>
<td><strong>Comprehending</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Devising and conducting</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Analysing</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Synthesising</strong></td>
<td>4</td>
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<tr>
<td><strong>Evaluating</strong></td>
<td>5</td>
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<tr>
<td><strong>Creating and communicating</strong></td>
<td>6</td>
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