JUNE 2025

Moderation report

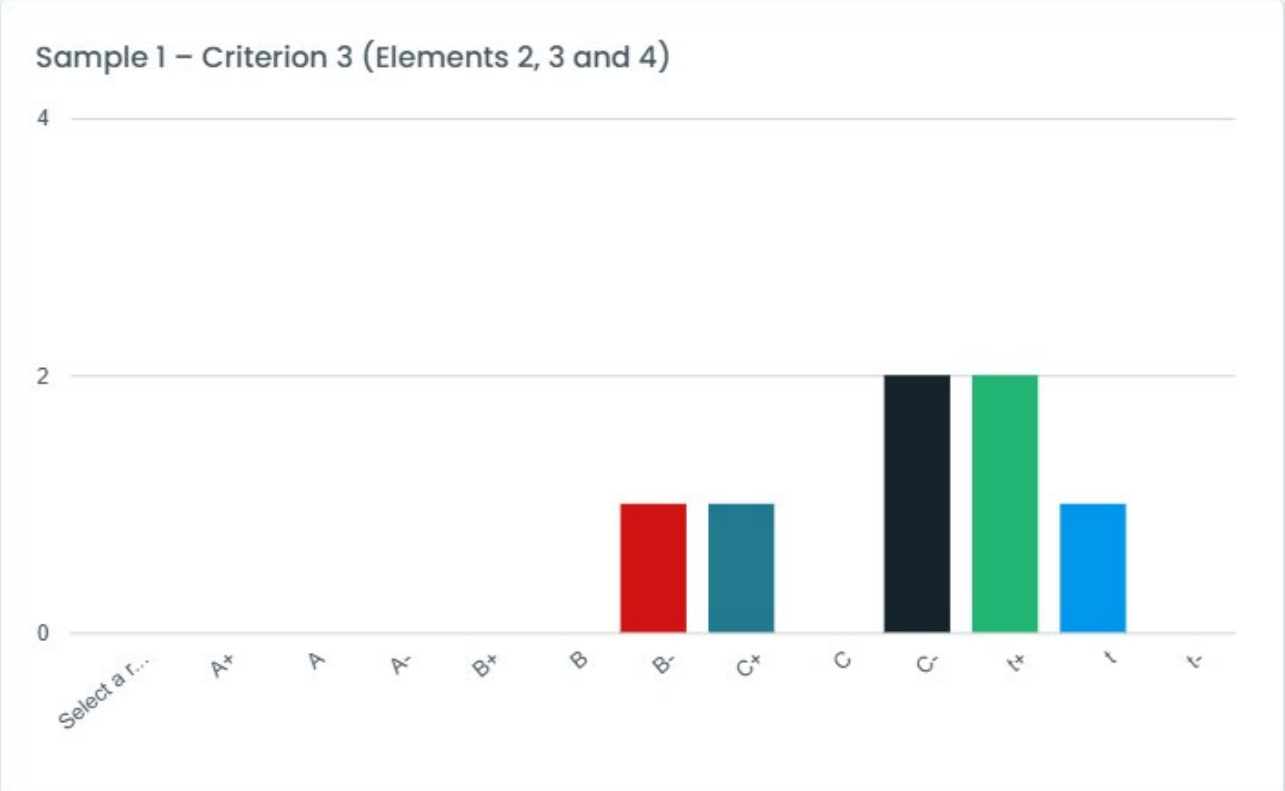
History 2

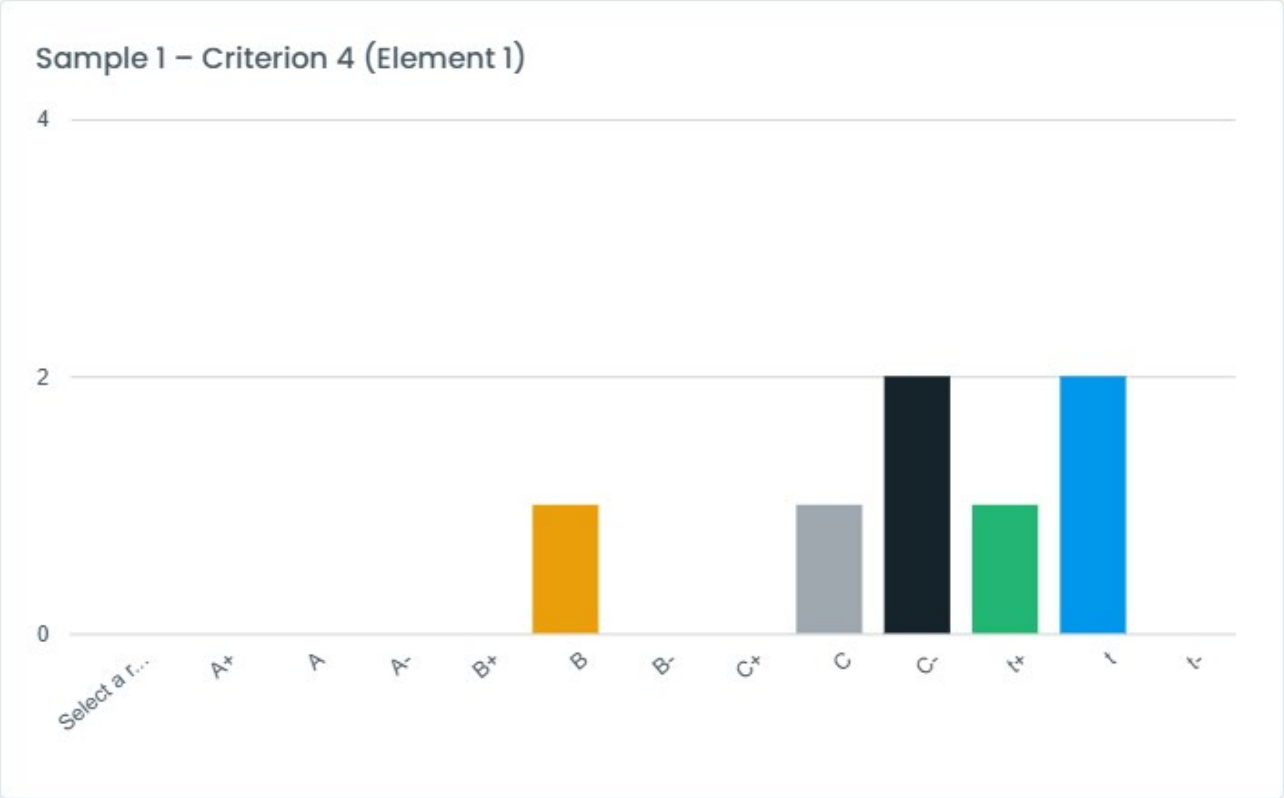
Moderation details for calibration

Sample 1

PROMPT	RESPONSE
Identify each criterion being moderated (including elements, if selected)	• **Criterion 3:** Use of historical evidence and perspectives • **Criterion 4:** Historical representations and interpretations (**Element 1** only)
What rating/s has the group assigned this sample?	The moderation group consensus at the end of the process was that this work sample is: • **Criterion 3:** T+ • **Criterion 4:** C−
What evidence supports the rating/s the group has assigned?	**Criterion 3:** • Strongest evidence found in **Element 4:** Use of evidence to develop historical argument. • Limited or no evidence for **Element 2** (contested views) and **Element 3** (evaluation of sources). • Some identification of contested views, but lacking explanation or judgement. **Criterion 4:** • Evidence of identifying relevant information and shaping lives/actions. • Limited comparing and contrasting of responses. • Some interpretation and conclusion drawing noted, but not consistently developed.
What evidence would be required to assign a higher rating/s?	**Criterion 3:** • Clear identification and explanation of contested views. • Evaluation of source usefulness and reliability. • Integration of multiple perspectives with reasoned judgement. **Criterion 4:**

PROMPT	RESPONSE
	• Explicit comparison and contrast of historical responses. • Analysis of how interpretations have evolved. • Well-reasoned conclusions supported by evidence.
Summary of group consensus to element level, with comments (if applicable).	**Criterion 3:** • **Element 2:** Limited evidence of contested views; not well explained. • **Element 3:** No evaluation of sources. • **Element 4:** Stronger evidence of using sources to build argument. **Criterion 4:** • **Element 1:** Partial fulfilment; identification present but lacking comparison. • **Elements 2 & 3:** Not assessed due to sample limitations.
What actions would you recommend for teachers to help the student attain a higher rating/s?	Actions for improvement are: Encourage students to: • Explicitly identify and explain contested views. • Evaluate sources for reliability and usefulness. • Develop historical arguments using multiple perspectives. • Ensure all required elements of the task are included (e.g., multimodal components). • Use structured scaffolding to support deeper analysis and synthesis.

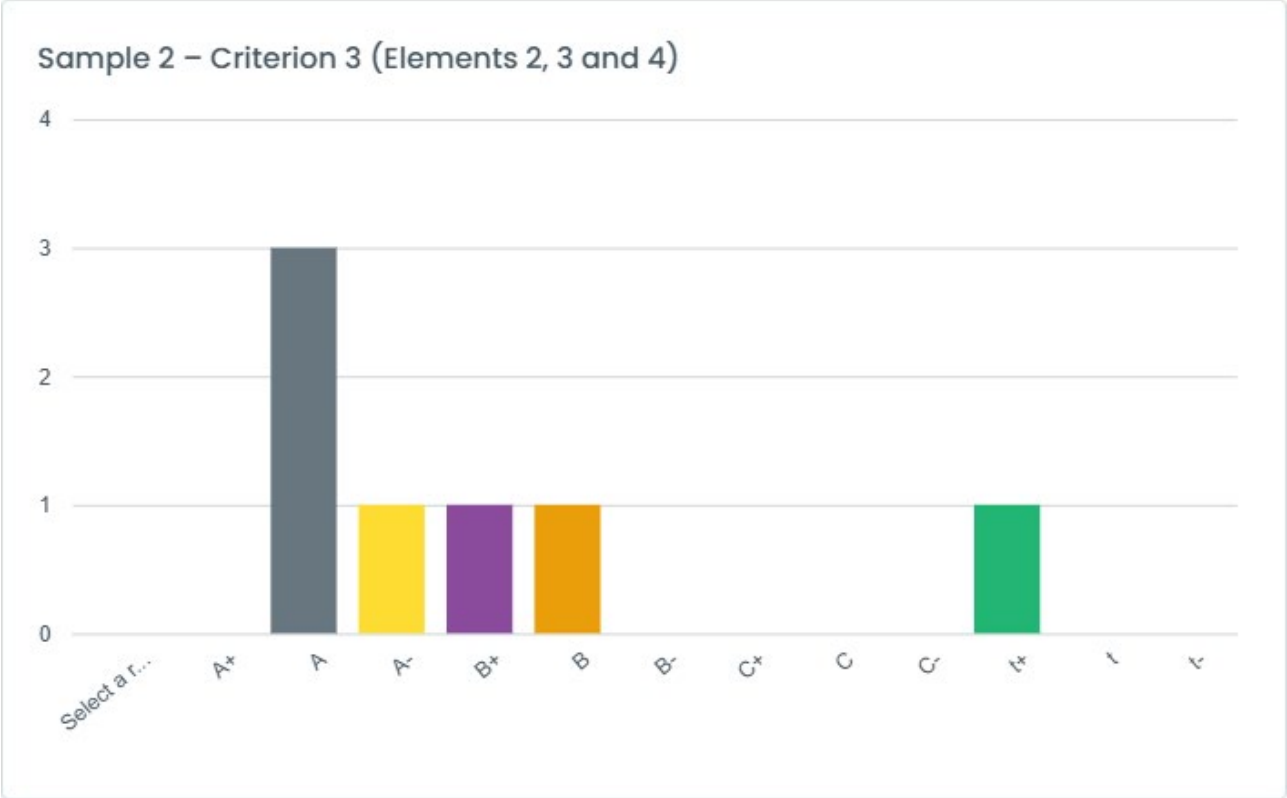


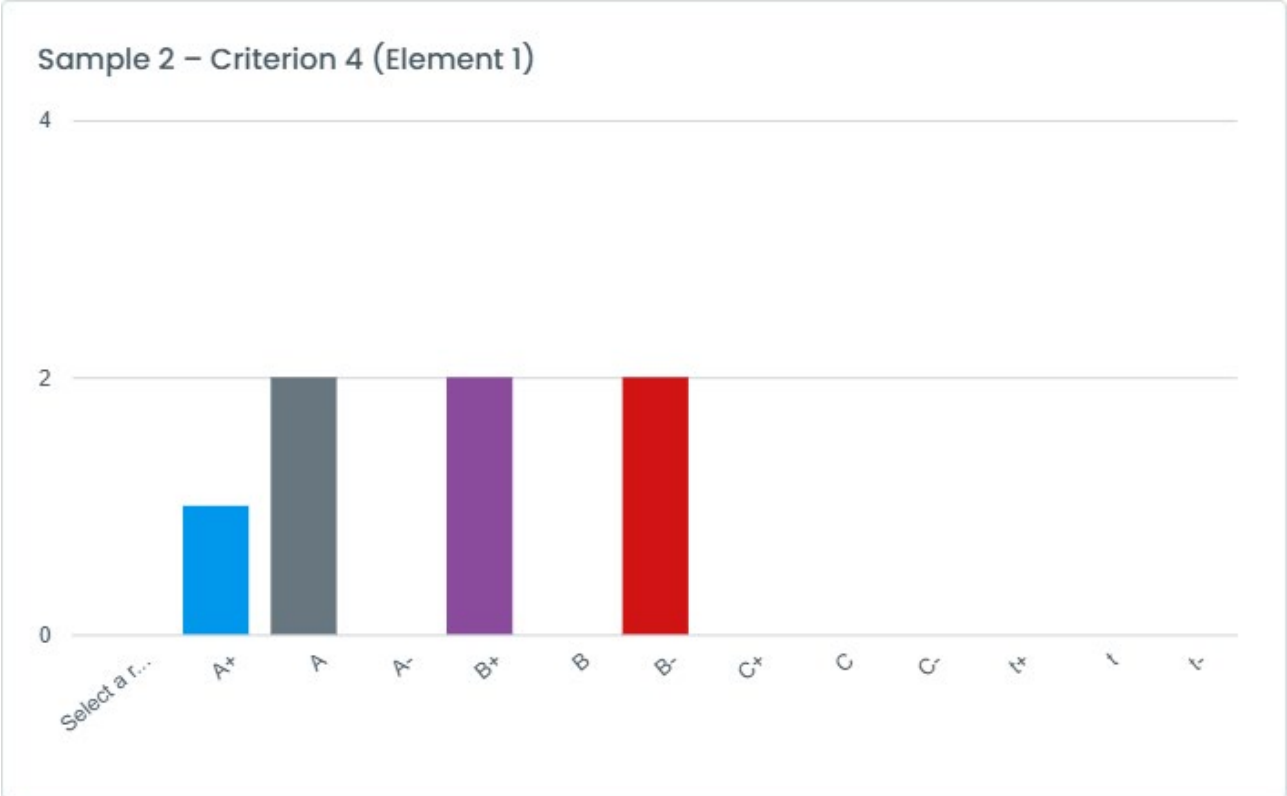


Sample 2

PROMPT	RESPONSE
Identify each criterion being moderated (including elements, if selected)	• **Criterion 3:** Use of historical evidence and perspectives • **Criterion 4:** Historical representations and interpretations (**Elements 1–3**)
What rating/s has the group assigned this sample?	The moderation group consensus at the end of the process was that this work sample is: • **Criterion 3:** B+ • **Criterion 4:** B+
What evidence supports the rating/s the group has assigned?	The sample demonstrates: **Criterion 3:** • Clear use of evidence and historical perspectives. • Some discussion of contested views, particularly in later sections. • Referencing inconsistent; historians mentioned but not fully integrated. **Criterion 4:** • Ethical considerations of artefact ownership well explained. • Descriptive rather than analytical in parts. • Lacked consistent referencing to support comparisons and interpretations.

PROMPT	RESPONSE
What evidence would be required to assign a higher rating/s?	**Criterion 3:** • Integration of historian viewpoints with well-reasoned judgement. • Consistent in-text referencing. • Clear explanation of contested views throughout. **Criterion 4:** • Explicit comparison and contrast of historical interpretations. • Use of historian perspectives to explain evolution of interpretations. • Well-reasoned conclusions supported by referenced evidence.
Summary of group consensus to element level, with comments (if applicable).	**Criterion 3:** • **Element 2:** Reasoned judgement present but not well developed. • **Element 3:** Issues discussed but not deeply analysed. • **Element 4:** Strong use of evidence, but referencing inconsistent. **Criterion 4:** • **Element 1:** Ethical discussion strong; comparison limited. • **Element 2:** Some explanation of evolving interpretations. • **Element 3:** Descriptive rather than analytical; lacked historian referencing.
What actions would you recommend for teachers to help the student attain a higher rating/s?	Actions for improvement are: Encourage students to: • Embed historian references within the body of work. • Explain rather than describe contested views and interpretations. • Use referencing to support analytical comparisons. • Develop well-reasoned conclusions using multiple sources. • Focus on clarity and synthesis within word count constraints.


Sample 2 – Criterion 3 (Elements 2, 3 and 4)
4
3
2
1
0
Select a r...
A+
A
A-
B+
B
B-
C+
C
C-


Sample 2 – Criterion 4 (Element 1)
4
2
0
Select a r...
A+
A
A-
B+
B
B-
C+
C
C-

Planning for next moderation meeting: Statewide samples

PROMPT	RESPONSE
Nominate the criteria and elements (if desired) for next moderation.	Criteria nominated for 2026 moderation: • **Criterion 1:** Development of inquiry question • **Criterion 2:** Planning and conducting historical inquiry • Focus on mid-range samples (B/C range) • Ensure all elements of the assessment are included (e.g., multimodal components)
The person who will be providing the samples for next moderation.	Sample provider for 2026: **Task Outline:** Kate Reynolds **Student Samples:** Sally Polanowski (backup), Kate Reynolds (non-work requirement samples from mid-year test conditions)

Course feedback

PROMPT	RESPONSE
Content feedback	• The course provides a valuable introduction to Level 3 History subjects. • Word count constraints pose challenges for students attempting to meet all criteria.
Criteria / element feedback	• Criterion 3 and 4 are inherently complex and require careful scaffolding. • Criterion 1 (inquiry question development) is difficult to assess without classroom observation. • Referencing and integration of historian perspectives need clearer guidance.
Other feedback	• Ensure all components of tasks are included in moderation samples. • Consider the impact of AI misuse in student submissions. • Support teachers with strategies to detect and manage AI-generated work.

Sharing resources

PROMPT	RESPONSE

Record any links to or details of resources that were shared or describe any assessment strategies that were discussed.	• **Community of Practice Link:** Shared via Teams and Canvas
	• **Assessment Strategies Discussed:**
	  ◦ Use of pen-and-paper drafting to monitor student progress
	  ◦ Shared workspaces for online environments
	  ◦ Structured class time for research, drafting, and writing
	  ◦ Encouraging justification of inquiry questions as evidence

AT04 (Major) Work Requirement: Investigating the Ancient World – Tutankhamun's Tomb.

General Information

You have two weeks to complete this assignment. You are able to work on the task during our class time and you may need to contribute some of your own time to achieve at a 'B' or 'A' level.

This task is designed for you to show off everything you've learnt this term. It is a summary response of the whole module. To achieve higher grades, you will need to explore sources we have not discussed at length in class (research), but you are able to use our class information only to meet a pass grade (other than needing to do some referencing).

This is a work requirement for Module 1 and a Major Assessment Task

Relevant criteria: 1, 2, 3, 4, 5 and 6

Task Outline

- a written discussion of 500-800 words (report form with your questions as headings is fine). This should be where the majority of your time is spent.
- accompanied by a multimodal presentation (Prezi, Canva, PowerPoint or recorded speech are all good options but there are many others you can discuss with me).
- Create and conduct an investigation of Tutankhamun's Tomb and the remaining sources (develop questions to research, find the relevant information for each one and then write up a response to each).
- References list using Harvard referencing style (in-text citation only needed for 'B' or above grades)

Prompts for your investigation questions

- **a brief overview of Tutankhamun's tomb (and the artefacts within it) and Tutankhamun** eg: Who was Tutankhamun and what was his tomb like? *Approx 100 words*
- **a discussion of the tomb/artefact discovery, preservation and display.** eg: What are they key issues around Tutankhamun's tomb and how it's been discovered, preserved and displayed? *Approx 300 words*
- **a discussion of the evidence from the tomb/about Tutankhamun and how historians have interpreted it at different times.** eg: What does the tomb's evidence suggest about Tutankhamun and how have historians interpreted this in different ways over time? *Approx 400 words*
- **questions still remaining for you (not essential, just if you have something extra you want to include).** *What are you still pondering about Tutankhamun and his tomb? Approx 50 words*.

Plan for Success

Week 9 Monday:

1. Develop your research questions - try to create open ended, 'rich' questions. Use our class guide for developing research questions.
2. Start taking notes from our in-class information to help answer those questions

Asynchronous time (Week 9):

1. Research and note-taking

Week 9 Friday:

1. Research and take notes for all questions

Week 10 Monday:

1. Write up your notes under your questions and create some order in your answers

Week 10 Friday:

1. Create a simple multimodal response (or Canva or Prezi etc) to go alongside your written report using images, headings, only minimal text etc.

Asynchronous time (Week 10):

1. Do your referencing (use our class guide)
2. Do your proofreading and editing then submit!

Criterion 3: explain contestability of historical sources and evidence

Standard Element	Rating A	Rating B	Rating C
E02 - Contested views	explains contested views of historical events or developments or movements making informed and well-reasoned judgements about why the views are contested	describes contested views of historical events or movements or developments making reasoned judgements about why the views are contested	identifies contested views of historical events or movements or developments making judgements about why the views are contested
E03 - Issues with evidence	analyses different historical representations and interpretations in a range of sources explaining issues with contestability, validity and usefulness of sources	explains different historical representations and interpretations in a range of sources discussing issues with contestability, validity and usefulness of sources	describes different historical interpretations and representations identifying issues with contestability, validity and usefulness of sources
E04 - Synthesis of evidence	synthesises evidence from different types of sources to develop and sustain an historical argument	uses evidence from different types of sources to develop an historical argument	uses evidence from given sources to develop an historical argument

Criterion 4: describe historical perspectives, interpretations and representations

Standard Element	Rating A	Rating B	Rating C
E01 - Historical perspectives	compares and contrasts a range of responses to ideas in movements or developments explaining how they have shaped	compares and contrasts a range of responses to ideas, in movements or developments describing how they have shaped	compares and contrasts responses to ideas in movements or developments identifying how they have

Standard Element	Rating A	Rating B	Rating C
	people's lives and actions in the past	people's lives and actions in the past	shaped people's lives and actions in the past
E02 - Historian interpretations	analyses different historical interpretations of the past explaining how they evolved and have been shaped by the historian's perspective	explains different historical interpretations of the past describing how they evolved and have been shaped by the historian's perspective	identifies different historical interpretations of the past, how they evolved and have been shaped by the historian's perspective
E03 - Historical representations	explains why there are different historical accounts of the same event, movement or issue making well-reasoned, valid and logical conclusions.	describes why there are different historical accounts of the same event, movement or issue making reasoned conclusions.	identifies why there are different historical accounts of the same event, movement or issue making conclusions.

Sample 1

1. who was Tutankhamun and what did his tomb look like?

   Tutankhamun was a pharaoh. Large golden shrine that filled the room inside and that were here more shrines. Three shrines filled with a stone sarcophagus. Three golden coffins and the mummy of Tutankhamun. There was a smaller shrine containing Tut's organs that had been removed during mummification. The room was guarded by a statue of Anubis, who was the god of mummification and the dead. They removed items from a room called the annex, filled with over 2,000 items.

2. what artifices where inside Tutankhamun's tomb, where are they now and how were they treated by carter and other historians?

   There were a lot of gold artefacts in the tomb and over 600 items including Jewellery, Headdresses, Clothes, food, beds, games, chariots, little human statues meant to serve him in his next life. Ceremonial items, thrones, statues, jewellery. Carter was very careless and broke the main entrance wall, and also tried to get the mummy out of the coffin and damaged things in the process. Nowadays they are very careful with the coffin ad all the artefacts. The tomb is kept in its original place in the valley of the kings in a glass case. And most of the artifacts are kept safe at the GEM museum in Egypt.

3. How do historians think Tutankhamun died and do they think he was important during his life?
   Historians think that Tutankhamun had a broken leg that had turned gangrene and that was the cause of his death. They found 130 walking sticks next to his body meaning he needed them to walk, or he had a walking disability. Tutankhamun must have been important as they call him boy king. he was born to a brother sister relationship which means he could have had the Marfan gene, but it appeared less than his father Akhenaten.

Reference list

Edward calcutt, 2022, the discovery of Tutankhamun’s tomb. Viewed 17 May 2024.

The Discovery and Treasures of King Tutankhamun's Tomb (youtube.com)

Egypt museum, Viewed 16 may 2024.

Mask of Tutankhamun - Egypt Museum (egypt-museum.com)

British museum viewed 16 may 2024.

https://www.britishmuseum.org/collection/galleries/egyptian-sculpture#&gid=1&pid=2

canvas, viewed 10 may 2024.

M1, Part E: How we represent the tomb of King Tut today (education.tas.gov.au)

Investigating the Ancient World - Tutankhamun's Tomb

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WHO WAS TUTANKHAMUN AND HOW WAS HIS TOMB DISCOVERED?

Tutankhamun, also known as the boy king or King Tut, evidentially reigned as pharaoh during the period of 1332 to 1323 B.C. King Tut began his pharaoh life at the mere age of nine years, when his father, Akhenaten passed away. King Tut had much to prove with his father's reign as pharaoh being controversial with Akhenaten attempting to recalibrate and change the religion and belief system of ancient Egypt. Akhenaten wanted to change the belief so there was only one god to worship, the sun, or 'Aten'. Tutankhamun wasn't called 'Tutankhamun' from birth, but instead his birth name was 'Tutankhaten', this literally meaning 'the living image of Aten'. When he came to reign as pharaoh, he changed his name to the name he is most well-known for, 'Tutankhamun' which means 'the living image of Amun'. King Tut had a short reign on the throne, with him dying at only around the age of 19 meaning he only reigned for around 10 years.

Tutankhamun's tomb was found in 1922 by the well documented, Howard Carter with the funding from Lord Carnarvon. Carter had a very methodical way of finding the tomb, with every square-inch of suspected area located inside the Valley of the Kings being searched for any clue as to where this tomb would be. Although Carter had a very methodical way of attempting to find the tomb, the first step of discovery was made by a young boy water carrier on accident. He supposedly dug away sand to let the water jugs stand upright like he always did, when the sand he brushed away led to a stone that didn't look alike any other stones around, this stone being smooth. The boy immediately ran to other workers and told them that he stumbled upon something, something special. Carter kept a journal where he wrote down pages upon pages of his progress and process of finding the tomb, all his entrances to the journal were extensive and of detail and on two pages of the journal he iconically and very uncharacteristically of Carter write the few words "first steps of tomb found". The boy was later supposedly photographed wearing a sacred scarab necklace, one of the many treasures found within the tomb he helped make the remarkable discovery of.

What was Tutankhamun's tomb like?

With King Tut dying at such a young age and so unexpectedly, the process of constructing a tomb fit for a king was also cut short. This can be reflected that, comparing King Tuts tomb size to other royal tombs, King Tuts is considerably smaller. Consisting of three main chambers, the annex, the burial chamber and the treasury. Each room being meticulously documented by Howard Carter and his team. The only room that has been painted is the burial chamber, the walls being covered with the funeral process. The sarcophagus was contained in multiple shrines, these shrines being inscribed with entries from the Book of the Dead. The treasury was filled with many treasures that a pharaoh would need for the afterlife. When Howard Carter first discovered the tomb, the first room he encountered was the treasury which was at the frontmost of the tomb. When his eyes gazed over the beautiful discovery he was asked by Lord Carnarvon "Can you see anything?" and Carter famously exclaimed "Yes, wonderful things!".

What are the key issues and ethical dilemmas surrounding Tutankhamun's tomb and how it's been discovered, preserved and displayed?

The discovery and preservation of Tutankhamun's tomb raised ethical dilemmas regarding ownership and the impact of tourism on these ancient sites. When the tomb was found, it was during a period of Egyptian independence from the British rule. This leading to tensions between the British and the Egyptians about the ownership of the artefacts within the tomb. Egypt declared independence from Britain on February 28th, 1922, with the 'declaration to Egypt'. With this declaration in mind, if Carter found the tomb mere months before he and his team did, then Britain would have had full legal ownership of half the artifacts within the tomb. However, this was not the case, and they discovered the tomb when Egypt already declared independence which the Egyptian independence had declared that all archaeological discoveries made within Egypt, custodianship of all artefacts were to remain to the Egyptian government and to remain within Egypt. In the case of Tutankhamun's tomb, legally the artifacts were to be kept in Egypt, but the question of who has ownership of the artefacts for other archaeological discoveries is still a point of contention and is widely debated to this day, with some advocating for the return of the artefacts to Egypt, whereas others advocate for the artifacts to be kept within international museums.

'Excavation, as one common method by which archaeologists study a site, is a subtractive process that is both destructive and irreversible. In the revealing of a site, structure, or object, excavation is not a benign reversal of site formational processes but rather a traumatic invasion of a site's physico-chemical equilibrium, resulting in the unavoidable deterioration of associated materials.' - Frank Matero (2008). Archaeological Institute of America. Modern day principles of conservation understand the value of its natural environment and prioritises preservation over financial or educational gain. Tutankhamun's tomb is a popular and well-known discovery especially in western cultures. This popularity will obviously drive in tourism. Although it is good financially for Egypt having tourism money coming in, but it is not good for the health of the tomb having daily visitation. A ventilation system has been implemented to the tomb to ensure the environment within the tomb is monitored and kept controlled. Although the environment is mostly controlled and monitored constantly, it does not help with people touching things and inscribing things in the walls for whatever reason.

What does the tomb's evidence suggest about Tutankhamun?

Tutankhamun's tomb was unusually small. Comparing Tutankhamun's tombs size to other royal pharaohs' tombs, it is noticeably smaller, this suggesting that maybe the tomb was originally intended for someone else or that it was a rushed burial. Further supporting the claim of a rushed burial is the evidential mould on the paint, suggesting that the paint was not fully dried before the tomb was sealed. Most royal pharaoh tombs have extensive decor, but Tutankhamun's had little decoration and paintings, with only the burial chamber being painted, this is more evidence to suggest that the burial was a rushed process.

Tutankhamun's sudden, premature, and unexpected death is one argument for why Tutankhamun's tomb may have had less grandeur and that it was rushed, but there is also a flip side to this argument, a more pessimistic view of Tutankhamun. It has often been speculated as to if the ancient Egyptians had ulterior motives behind why Tutankhamun's tomb was rushed, and if they did, what were these motives? There is no definitive proof that there were any other motives, but it is still theorised there may have been. One of these is that Tutankhamun may have not been a highly appreciated pharaoh with his pharaoh life not being very long, he didn't have much legacy going for him. Tutankhamun had no children which meant he had no heirs to take the throne from him, meaning his legacy came quickly to an end. His entire pharaoh reign was ruled by attempting to reverse his father's legacy which how appreciated someone was in ancient times was closely associated with their legacies. Tutankhamun was son of a controversial pharaoh Akhenaten, which attempted to change the Egyptian belief. Many of the artefacts found within the tomb suggest that Tutankhamun attempted to reverse this religious shift. Tutankhamun's name was mostly erased from ancient Egyptian records and monuments, this most likely done by his successors most likely to erase his association to his father. 'It [Inscription set up by Ramesses II] originally recorded the names of earlier kings of Egypt, whom Ramesses regarded as 'legitimate' predecessors whose memory deserved honour. Amenhotep III is named there, but the list omits the next four rulers – including Tutankhamun – and jumps straight to Horemheb, the last pharaoh of the dynasty.' - The British Museum, 2025. As he had no heirs, there was likely no one of royal status that protected his legacy and instead the new pharaohs attempted to erase any evidence of this change in belief to uphold the traditional Egyptian religion. The intactness of Tutankhamun's tomb also raises suspicion as to how appreciated he was. His tomb was mostly untouched whereas most other royal pharaoh tombs were previously robbed.

How have historians interpreted information about Tutankhamun in different ways over time and has technology influenced information about Tutankhamun?

Interpretations of Tutankhamun have varied significantly especially regarding speculations about how his unexpected death occurred. The initial theories of his death were that of murder or of accident, being caused by a chariot crash potentially. The addition of having limited historical records of Tutankhamun's life, often means that interpretations of his death were often based off conjecture and speculation. Although through later, more modern studies with the involvement of technology, they suggest completely different speculations as to why Tutankhamun died. CT scans, X-rays, and DNA testing have allowed for new insights and extensive examination of Tutankhamun's mummy, in which skeletal abnormalities and injuries were discovered. With these discoveries came new theories about Tutankhamun's health. In these examinations, it was found that Tutankhamun withstood a badly broken leg and had evidence of malaria. CT scans to the skull revealed that the earlier x-ray scans that were used to attempt to prove Tutankhamun was murdered by a blow to the head were likely disproven as this skull injury was likely sustained during the embalming process or an earlier study of the mummy. CT scans also showed that Tutankhamun had a broken thigh just above the knee. Although it is unlikely that he could die from the broken leg alone, it may have gotten infected which could have been a cause of death. Although extensive examinations of the mummy can take place, it is still unclear as to what truly killed the boy king and what his life was really like.

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