**Stage 1 Ancient Studies**

**Assessment Type 2: Inquiry**

**Topic 6: Creative Representations – Warrior Women in Ancient China**

**Purpose**: Students investigate a range of legendary Chinese female warriors including Hua Mulan and Lady Fu Hao to determine if there is any evidence to support that they were real historical figures. Students consider the authenticity and reliability of source material, and how historians use multiple sources to forward credible theories relying on both literary and archaeological evidence to support their ideas.

**Assessment Conditions:** 1000 word report or 6 minute oral or equivalent multimodal. Students are encouraged to include relevant visual material in their response.

**Description of Task:**

In addition to the information provided in class, explore these sources

* *The Ballad of Mulan* set in the Southern and Northern Dynasties (420-589CE)
* The archaeological evidence from the tomb of Lady Fu Hao and oracle bones from the Shang Dynasty (1660-1000BCE)

In your investigation consider:

When was the *Ballad of Mulan* composed? What difficulties do historians face using this source as historical evidence?

Consider the role stories and legends play in China’s cultural heritage. Study other female warrior stories in Chinese folklore and history, and explore the similarities and differences in the characterisation of these women and the type of narrative in which they are placed. Where do these stories come from, and are they reliable as historical evidence?

What of the context of these warrior women? Is there any evidence to support the idea they lived in a time of conflict and warfare?

What was life like for women living in China during the Shang through to the Southern and Northern Dynasties? How likely that these warrior women were more than legends?

How do historians use multiple sources to present a credible and likely hypothesis?

Consider the authenticity of available source material investigating warrior women in Ancient China. Consider the dates of text composition, possible author motives/intentions while also scrutinizing the value of science in dating archaeological evidence.

In this task you should demonstrate

KU2 Recognition of, and reflection on, life in the ancient world, including beliefs, attitudes, and/or values

RA1 Research into and analysis of primary and secondary sources and perspectives

A1 Synthesis of evidence and appropriate acknowledgment of sources

A2 Communication of ideas and arguments, using subject-specific language