



Queensland Curriculum and Assessment Authority

Ancient History 2019 v1.2

IA3 Sample assessment instrument

Investigation — historical essay based on research (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Comprehending	4	
Devising and conducting	3	
Analysing	4	
Synthesising	4	
Evaluating	6	
Creating and communicating	4	
Overall	25	

Conditions

Technique	Investigation — historical essay based on research
Unit	Unit 4: People, power and authority
Topic/s	Topic 4: Rome — the Punic Wars
Duration	Approximately 15 hours of class time over a period of weeks
Mode/length	Written: 1500–2000 words
Individual/group	Individual
Resources	Access to library and electronic resources

Context

You have been investigating the ancient society of Rome in the important historical period of the Punic Wars. Your studies have focused on the nature and exercise of power and authority in Rome, and how it was challenged in times of conflict.

Task

Investigate an aspect of the Punic Wars and create a historical essay based on research. Consider the focus of this unit on people, power and authority.

- Your investigation must reflect the application of key issues raised in our depth study. Individuals and systems from both Rome and Carthage are viable aspects for study.
- Your historical essay must be based on research, and requires sustained analysis, evaluation and synthesis of evidence from historical sources to fully support the hypothesis.

To complete this task, you must:

- devise your own key inquiry question
- conduct your investigation by locating and using information beyond your own knowledge and what has been provided in class
- write a historical essay, based on research, that has the following features
 - 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).

Checkpoints

- After approx. 3 hours: Check progress (key inquiry question, background research, selection of possible sources).
- After approx. 6 hours: Check progress (possible hypothesis, evidence gathered).
- After approx. 9 hours: Check progress (hypothesis, essay plan).
- After approx. 12 hours: Check progress (draft).
- Final submission on due date.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at each checkpoint.
- The teacher will conduct interviews or consultations with each student as they develop the response.

Scaffolding

- Possible ideas and concepts that can be used as a basis for further investigation will be discussed in class.
- Guidelines for essay structure and referencing will be provided.

Instrument-specific marking guide

(IA3): Investigation — historical essay based on research (25%)

Criterion: Comprehending

Assessment objective

1. comprehend terms, concepts and issues in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• thorough and mostly accurate use of terms placed into historical contexts• detailed explanation of issues related to the key inquiry question• informed understanding of the relationship between concepts and a variety of ideas developed in response to the key inquiry question.	3–4
<ul style="list-style-type: none">• appropriate use of terms placed into historical contexts• adequate explanation of issues related to the key inquiry question• reasonable understanding of the relationship between concepts and the key inquiry question.	2
<ul style="list-style-type: none">• partial, fragmented or mostly inaccurate use of a term or terms• rudimentary explanation of an issue or issues• superficial understanding of the link between a concept or concepts and the key inquiry question or topic.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Devising and conducting

Assessment objective

2. devise historical questions and conduct research in relation to a topic focused on people, power and authority in a particular period in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning use of historical questions by creating a nuanced key inquiry questiondetailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question and hypothesisselection of evidence from primary and secondary sources that offer different perspectives.	3
<ul style="list-style-type: none">appropriate use of historical questions by creating a key inquiry questionadequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question or hypothesisselection of evidence from primary or secondary sources that offer perspectives.	2
<ul style="list-style-type: none">partial or fragmented use of historical questions by creating a key inquiry question that is irrelevant, non-historical or vaguerudimentary use of historical research by using evidence from a source that relates to the key inquiry question or non-historical statementsselection of a source or sources that offer a perspective.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse evidence from historical sources to show understanding in relation to a topic focused on the nature of power and how it was exercised in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning use of the features of evidence from primary and secondary sourcesdetailed examination of the features of evidence from sourcesinformed explanation about how evidence from primary and secondary sources contributes to the development of the key inquiry question and hypothesis.	3–4
<ul style="list-style-type: none">appropriate use of the features of evidence from sourcesadequate examination of the features of evidence from sourcesreasonable explanation about how evidence from sources contributes to the development of the key inquiry question or hypothesis.	2
<ul style="list-style-type: none">partial or fragmented identification of a feature of evidence from a source or sourcesrudimentary examination of a feature of evidence from a source or sourcessuperficial explanation about how evidence from a source or sources relate to the key inquiry question, hypothesis or the topic.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Assessment objective

4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a powerful individual, group or society in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">combination of information from sources to justify insightful decisionscombination of information from sources to support a sophisticated historical argumentthese combinations use evidence from primary and secondary sources.	3–4
<ul style="list-style-type: none">combination of information from sources to justify reasonable decisionscombination of information from sources to support a basic historical argumentthese combinations use evidence from primary or secondary sources.	2
<ul style="list-style-type: none">combination of information from a source or sources relates to a partial or fragmented decisioncombination of information from a source or sources relates to a superficial or rudimentary historical argument or a non-historical argumentthese combinations use evidence from a source.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate evidence from historical sources to make judgments in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning judgments about usefulness and reliabilitythese judgments use evidence from primary and secondary sources and/or refer to different perspectivesthese judgments are well-reasoned and corroborated.	5–6
<ul style="list-style-type: none">adequate judgments about usefulness and/or reliabilitythese judgments use evidence from sources and/or refer to perspectivesthese judgments are appropriate and corroborated.	3–4
<ul style="list-style-type: none">partial or fragmented statement/s about usefulness and/or reliabilitythese statements use evidence from a source and/or refer to a perspectivethese statements are inconsistent, superficial or vague.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Assessment objective

6. create a historical essay based on research that communicates meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• succinct, with ideas related to the key inquiry question and hypothesis conveyed logically• features of a historical essay based on research and ethical scholarship are consistently demonstrated• minimal errors in spelling, grammar and punctuation.	3–4
<ul style="list-style-type: none">• conveys ideas related to the key inquiry question and/or hypothesis• features of a historical essay based on research and ethical scholarship are demonstrated• some errors in spelling, grammar and punctuation.	2
<ul style="list-style-type: none">• conveys ideas that are frequently unrelated to the key inquiry question• features of a historical essay based on research are inconsistently demonstrated• frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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