Ancient History marking guide

External assessment

Short response (54 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

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

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

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

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

6. create responses that communicate meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World.

Note: Unit objective 2 is not assessed in this instrument.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results

- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range

- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide (EAMG)

Q	The response:	M
1	- provides a plausible explanation of Cicero's motive - explains 2 ways Augustus is described, using well-chosen evidence from Source 1 - explains 2 ways Antony is described, using well-chosen evidence from Source 1	6
	- provides a plausible explanation of Cicero's motive - explains 2 ways Augustus is described, using well-chosen evidence from Source 1 - explains 2 ways Antony is described, using some evidence from Source 1 OR - provides a plausible explanation of Cicero's motive - explains 2 ways Augustus is described, using some evidence from Source 1 - explains 2 ways Antony is described, using well-chosen evidence from Source 1	5
	- identifies a plausible motive for Cicero's speech - explains 2 ways Augustus is described, using some evidence from Source 1 - explains 2 ways Antony is described, using some evidence from Source 1	4
	- makes a statement about Cicero's motive - explains 1 way Augustus is described, using some evidence from Source 1 - explains 1 way Antony is described, using some evidence from Source 1	3
	- explains a possible motive for Cicero's speech OR - identifies 1 way Augustus is described, using some evidence from Source 1 - identifies 1 way Antony is described, using some evidence from Source 1	2
	- states a possible motive for Cicero's speech OR - identifies 1 way Augustus or Antony is described OR - cites relevant evidence about Augustus or Antony from Source 1	1

Q	The response:	M
	• does not satisfy any of the descriptors above.	0

	The response:	M
	• demonstrates an informed understanding of historical context of the speech	2
	• demonstrates a basic understanding of historical context of the speech	1
	• does not satisfy any of the descriptors above.	0

Q	The response:	M
2a	• accurately defines *potestas* using evidence from Source 2 • accurately defines *auctoritas* using evidence from Source 2 • explains 2 points of difference between *potestas* and *auctoritas*	5
	• accurately defines *potestas* using evidence from Source 2 • accurately defines *auctoritas* using evidence from Source 2 • explains 1 difference between *potestas* and *auctoritas*	4
	• describes an aspect of *potestas* that aligns with evidence from Source 2 • describes an aspect of *auctoritas* that aligns with evidence from Source 2	3
	• describes an aspect of *potestas* that aligns with evidence from Source 2 OR • describes an aspect of *auctoritas* that aligns with evidence from Source 2	2
	• demonstrates rudimentary understanding of *potestas* or *auctoritas*	1
	• does not satisfy any of the descriptors above.	0

Q	The response:	M
2b	• explains, with discernment, 2 plausible implicit meanings related to *potestas* and *auctoritas*	6
	• explains, with discernment, 1 plausible implicit meaning related to *potestas* • explains 1 plausible implicit meaning related to *auctoritas* OR • explains, with discernment, 1 plausible implicit meaning related to *auctoritas* • explains 1 plausible implicit meaning related to *potestas*	5
	• explains 2 plausible implicit meanings related to *potestas* and *auctoritas* OR • explains, with discernment, 2 plausible implicit meanings related to *potestas* or *auctoritas*	4
	• explains 1 plausible implicit meaning related to *potestas* • makes a statement related to *auctoritas* OR • explains 1 plausible implicit meaning related to *auctoritas* • makes a statement related to *potestas*	3
	• makes statements about *potestas* and *auctoritas* OR • cites evidence from Source 3 about *potestas* and *auctoritas*	2
	• makes a statement about *potestas* or *auctoritas*	1
	• does not satisfy any of the descriptors above.	0

Q	The response:	M	The response:	M
3	**Julian (Source 4) — reliability**		**Horace (Source 5) — reliability**	
	• makes a discerning judgment about reliability by explaining 2 considerations about the source	3	• makes a discerning judgment about reliability by explaining 2 considerations about the source	3
	• makes a plausible judgment about reliability by identifying 2 considerations about the source	2	• makes a plausible judgment about reliability by identifying 2 considerations about the source	2
	• makes a statement about reliability, referring to 1 consideration about the source	1	• makes a statement about reliability, referring to 1 consideration about the source	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Q	The response:	M	The response:	M
	Julian (Source 4) — usefulness		**Horace (Source 5) — usefulness**	
	• makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source	3	• makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source	3
	• makes a judgment about usefulness by identifying 2 considerations about the source	2	• makes a judgment about usefulness by identifying 2 considerations about the source	2
	• states 1 way evidence from the source is useful	1	• states 1 way evidence from the source is useful	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Q	The response:	M
3	• explains 1 way Source 4 and Source 5 corroborate (or do not corroborate)	1
	• does not satisfy any of the descriptors above.	0

The response:	M
• organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used	3
• organises paragraph/s to convey ideas relating to the question, acknowledging sources used	2
• conveys ideas related to the question	1
• does not satisfy any of the descriptors above.	0

Q	The response:	M
4	• presents a sophisticated historical argument that responds directly to the question	5
	• presents a reasoned historical argument that responds directly to the question	4
	• presents a basic historical argument that responds to the question	3
	• presents a superficial argument about Augustus's rule	2
	• makes statements about Augustus or the Senate	1
	• does not satisfy any of the descriptors above.	0
	• skilfully combines relevant evidence from the 3 sources to develop the historical argument	6
	• skilfully combines relevant evidence from 2 sources to develop the historical argument • includes evidence from a third source that may not be connected to the argument	5
	• combines relevant evidence from the 3 sources to develop the historical argument	4
	• combines evidence from 2 of the sources to develop the historical argument	3
	• refers to relevant evidence from 2 of the sources	2
	• refers to evidence from 1 of the sources	1
	• does not satisfy any of the descriptors above.	0

Q	The response:	M
	• demonstrates accurate and apt use of relevant terms placed in historical context	2
	• uses relevant terms	1
	• does not satisfy any of the descriptors above.	0

	The response:	M
	• demonstrates informed understanding of the relationship between the republican institution of the Senate and the power and authority of Augustus	3
	• demonstrates basic understanding of the relationship between the republican institute of the Senate and the power of Augustus	2
	• demonstrates a basic understanding of issues of power	1
	• does not satisfy any of the descriptors above.	0

	The response:	M
	• organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used	3
	• organises paragraph/s to convey ideas relating to the question, acknowledging sources used	2
	• conveys ideas related to the question	1
	• does not satisfy any of the descriptors above.	0