

Ancient History marking guide and response

Sample external assessment 2020

Short response (70 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.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

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)

| Question | The response | Mark |
|----------|---|------|
| 1 | <ul style="list-style-type: none"> accurately describes the 3 titles, using evidence from Source 1 explains how each of these titles reflects Augustus's position in Rome (explanation is specific to each title) | 6 |
| | <ul style="list-style-type: none"> accurately describes the 3 titles, using evidence from Source 1 gives a basic explanation of how these titles reflect Augustus's position in Rome <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> accurately describes 2 titles, using evidence from Source 1 explains how these 2 titles reflect Augustus's position in Rome (explanation is specific to each title) | 5 |
| | <ul style="list-style-type: none"> accurately describes 2 of the titles, using evidence from Source 1 gives a basic explanation of how these titles reflect Augustus's position in Rome | 4 |
| | <ul style="list-style-type: none"> accurately describes 2 of the titles, using evidence from Source 1 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> gives a basic explanation of how these titles reflect Augustus's position in Rome | 3 |
| | <ul style="list-style-type: none"> identifies the 3 titles <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> gives definitions of 2 titles | 2 |
| | <ul style="list-style-type: none"> identifies 1 of the titles <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> gives a definition of 1 of the titles | 1 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

| Question | The response | Mark | The response | Mark | The response | Mark |
|----------|---|------|---|------|---|------|
| 2a | <ul style="list-style-type: none"> identifies a plausible motive of Eck, connected to his role as a historian explains motive, using evidence from Source 1 | 3 | <ul style="list-style-type: none"> identifies a plausible motive for Horace writing the Ode explains motive, using evidence from Source 2 | 2 | <ul style="list-style-type: none"> identifies a plausible motive for production of the statue explains motive, using evidence from Source 3 | 2 |
| | <ul style="list-style-type: none"> identifies a plausible motive of Eck, that may not be connected to his role as a historian explains motive, using evidence from Source 1 | 2 | <ul style="list-style-type: none"> identifies a plausible motive for Horace writing the Ode | 1 | <ul style="list-style-type: none"> identifies a plausible motive for production of the statue | 1 |
| | <ul style="list-style-type: none"> identifies a plausible motive of Eck | 1 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | | | |

| Question | The response | Mark | The response | Mark | The response | Mark |
|----------|---|------|--|------|---|------|
| 2b | <ul style="list-style-type: none"> identifies a valid similarity about the way Augustus is presented provides a plausible explanation using evidence from all 3 sources | 3 | <ul style="list-style-type: none"> identifies a second valid similarity about the way Augustus is presented provides a plausible explanation using evidence from all 3 sources | 3 | <ul style="list-style-type: none"> identifies a third valid similarity about the way Augustus is presented provides a plausible explanation using evidence from all 3 sources | 3 |
| | <ul style="list-style-type: none"> identifies a valid similarity about the way Augustus is presented provides a plausible explanation using evidence from 2 sources | 2 | <ul style="list-style-type: none"> identifies a second valid similarity about the way Augustus is presented provides a plausible explanation using evidence from 2 sources | 2 | <ul style="list-style-type: none"> identifies a third valid similarity about the way Augustus is presented offers a plausible explanation using evidence from 2 sources | 2 |
| | <ul style="list-style-type: none"> identifies a valid similarity about the way Augustus is presented | 1 | <ul style="list-style-type: none"> identifies a second valid similarity about the way Augustus is presented | 1 | <ul style="list-style-type: none"> identifies a third valid similarity about the way Augustus is presented | 1 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

| Question | The response | Mark | The response | Mark |
|----------|--|------|--|------|
| 3 | Suetonius (Source 4) — reliability | | Strabo (Source 5) — reliability | |
| | • makes plausible judgments about reliability, explaining 3 of the considerations listed | 4 | • makes plausible judgments about reliability, explaining 3 of the considerations listed | 4 |
| | • makes plausible judgments about reliability, explaining 2 of the considerations listed | 3 | • makes plausible judgments about reliability, explaining 2 of the considerations listed | 3 |
| | • makes plausible judgments about reliability, explaining 1 of the considerations listed | 2 | • makes plausible judgments about reliability, explaining 1 of the considerations listed | 2 |
| | • makes a statement about reliability | 1 | • makes a statement about reliability | 1 |
| | • does not satisfy any of the descriptors above. | 0 | • does not satisfy any of the descriptors above. | 0 |
| | Suetonius (Source 4) — usefulness | | Strabo (Source 5) — usefulness | |
| | • explains 3 ways evidence is relevant to the statement | 4 | • explains 2 ways evidence is relevant to the statement | 3 |
| | • explains 2 ways evidence is relevant to the statement | 3 | • explains 1 way evidence is relevant to the statement | 2 |
| | • explains 1 way evidence is relevant to the statement | 2 | • states evidence that may not be linked to usefulness for responding to the statement | 1 |
| | • states evidence that may not be linked to usefulness for responding to the statement | 1 | • does not satisfy any of the descriptors above. | 0 |
| | • does not satisfy any of the descriptors above. | 0 | | |

| Question | The response | Mark | The response | Mark |
|----------|--|------|--|------|
| 3 | Corroborating | | Comprehending | |
| | <ul style="list-style-type: none"> identifies ways the sources corroborate (or do not corroborate) that are relevant to the statement | 3 | <ul style="list-style-type: none"> demonstrates accurate and apt use of relevant terms placed in historical context | 3 |
| | <ul style="list-style-type: none"> identifies ways the sources corroborate (or do not corroborate) | 2 | <ul style="list-style-type: none"> uses relevant terms placed in historical context | 2 |
| | <ul style="list-style-type: none"> identifies one way the sources corroborate (or do not corroborate) | 1 | <ul style="list-style-type: none"> uses terms from the sources that may not be placed in historical context | 1 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

| Question | The response | Mark |
|----------|---|------|
| 3 | <ul style="list-style-type: none"> organises paragraph/s succinctly and purposefully around a central idea uses spelling, grammar and punctuation proficiently appropriately acknowledges sources used | 4 |
| | <ul style="list-style-type: none"> organises paragraph/s purposefully around a central idea uses spelling, grammar and punctuation with control appropriately acknowledges sources used | 3 |
| | <ul style="list-style-type: none"> uses spelling, grammar and punctuation with control acknowledges sources used | 2 |
| | <ul style="list-style-type: none"> demonstrates uneven control of spelling, grammar and/or punctuation | 1 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

| Question | The response | Mark | The response | Mark |
|----------|---|------|--|------|
| 4 | <ul style="list-style-type: none"> develops a sophisticated historical argument that <ul style="list-style-type: none"> responds directly to the question synthesises information from Sources 4, 5 and 6 | 4 | <ul style="list-style-type: none"> demonstrates informed understanding of the relationship between <ul style="list-style-type: none"> concept/s of power historical concept of evidence | 3 |
| | <ul style="list-style-type: none"> develops a basic historical argument that <ul style="list-style-type: none"> responds directly to the question synthesises information from Sources 4, 5 and 6 | 3 | <ul style="list-style-type: none"> demonstrates reasonable understanding of <ul style="list-style-type: none"> concept/s of power historical concept of evidence | 2 |
| | <ul style="list-style-type: none"> makes a basic historical argument that <ul style="list-style-type: none"> synthesises information from Sources 4, 5 and/or 6 | 2 | <ul style="list-style-type: none"> demonstrates superficial understanding of <ul style="list-style-type: none"> concept/s of power <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> historical concept of evidence | 1 |
| | <ul style="list-style-type: none"> makes statements about Augustus's leadership that may not synthesise information from Sources 4, 5 or 6 | 1 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 | | |

| Question | The response | Mark | The response | Mark | The response | Mark |
|----------|---|------|---|------|---|------|
| 4 | Suetonius (Source 4) | | Strabo (Source 5) | | Syme (Source 6) | |
| | <ul style="list-style-type: none"> • skilfully combines relevant evidence to develop the historical argument | 4 | <ul style="list-style-type: none"> • skilfully combines relevant evidence to develop the historical argument | 4 | <ul style="list-style-type: none"> • skilfully combines relevant evidence to develop the historical argument | 4 |
| | <ul style="list-style-type: none"> • combines relevant evidence to develop the historical argument | 3 | <ul style="list-style-type: none"> • combines relevant evidence to develop the historical argument | 3 | <ul style="list-style-type: none"> • combines relevant evidence to develop the historical argument | 3 |
| | <ul style="list-style-type: none"> • provides 1 piece of relevant evidence that may not be directly connected to the historical argument | 2 | <ul style="list-style-type: none"> • provides 1 piece of relevant evidence that may not be directly connected to the historical argument | 2 | <ul style="list-style-type: none"> • provides 1 piece of relevant evidence that may not be directly connected to the historical argument | 2 |
| | <ul style="list-style-type: none"> • states evidence that may not be connected to an argument about power and Augustus's leadership | 1 | <ul style="list-style-type: none"> • states evidence that may not be connected to an argument about power and Augustus's leadership | 1 | <ul style="list-style-type: none"> • states evidence that may not be connected to an argument about power and Augustus's leadership | 1 |
| | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

| Question | The response | Mark |
|----------|---|------|
| 4 | <ul style="list-style-type: none"> organises paragraph/s succinctly and purposefully around a central idea uses spelling, grammar and punctuation proficiently appropriately acknowledges sources used | 4 |
| | <ul style="list-style-type: none"> organises paragraph/s purposefully around a central idea uses spelling, grammar and punctuation with control appropriately acknowledges sources used | 3 |
| | <ul style="list-style-type: none"> uses spelling, grammar and punctuation with control acknowledges sources used | 2 |
| | <ul style="list-style-type: none"> demonstrates uneven control of spelling, grammar and/or punctuation | 1 |
| | <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |