

Ancient History General Senior Syllabus 2019 v1.2

Subject report 2020

February 2021

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Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

Number of schools offering the subject: 212.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	2357	2499	2579

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	2263	90	4
Unit 2	2387	105	7

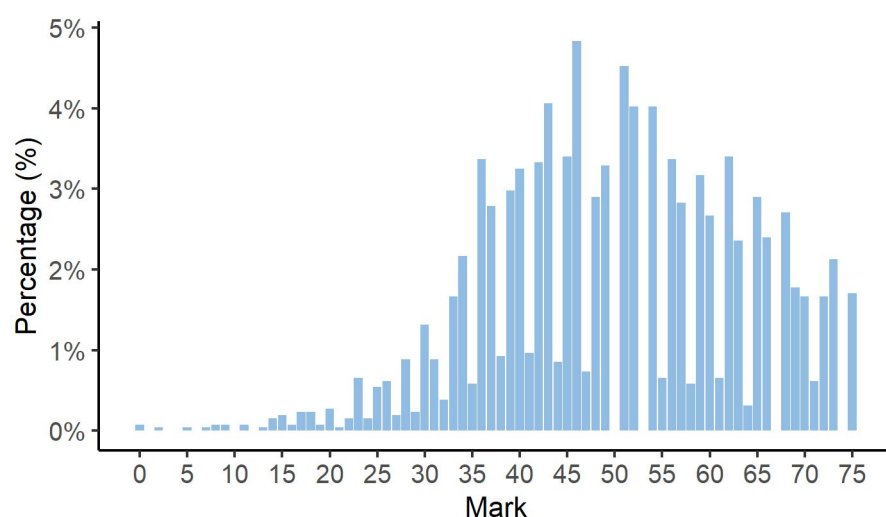
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

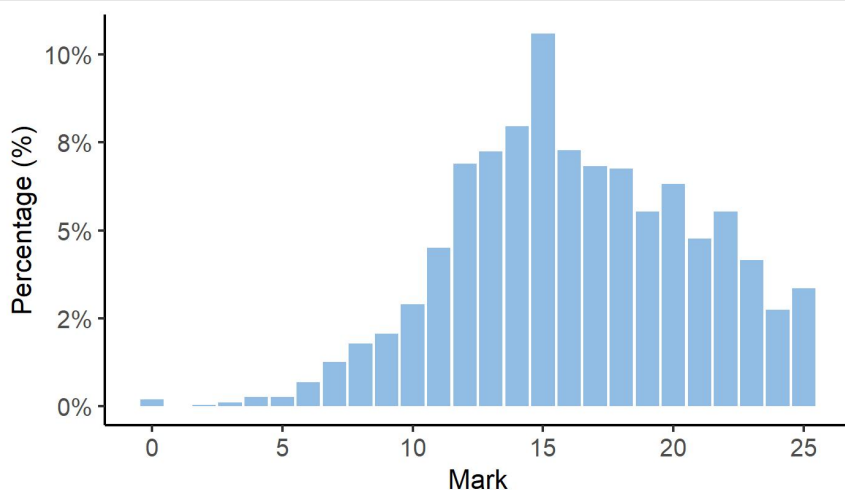
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

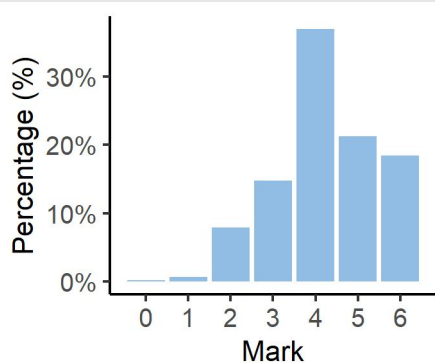


IA1 results

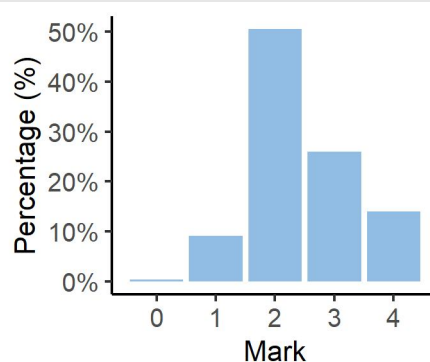
IA1 total



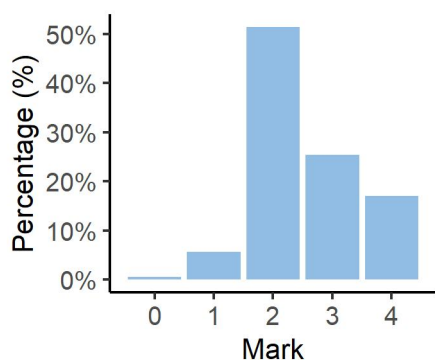
IA1 Criterion 1



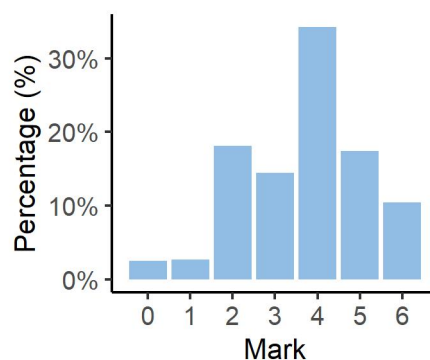
IA1 Criterion 2



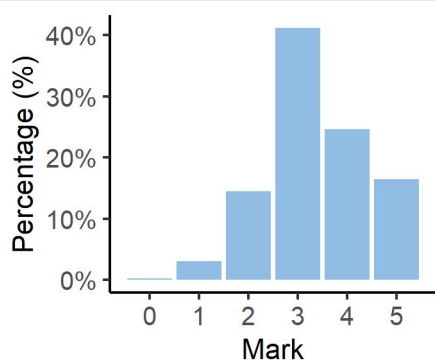
IA1 Criterion 3



IA1 Criterion 4

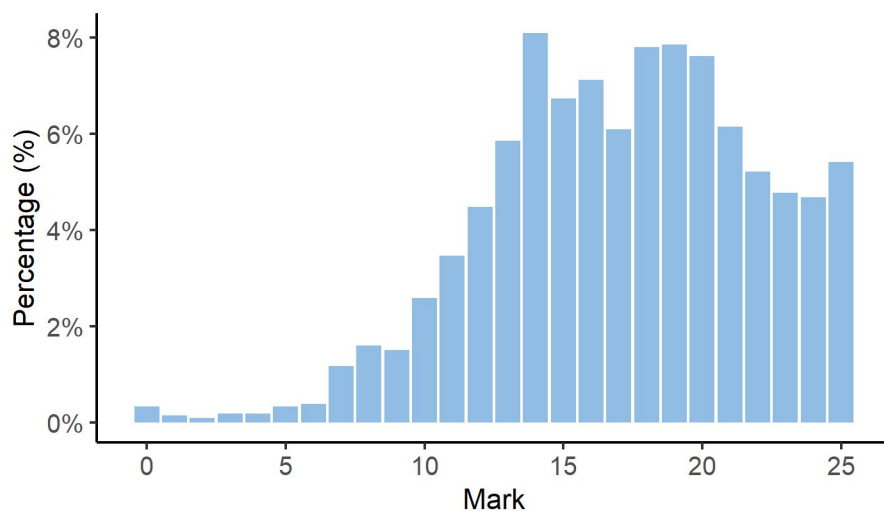


IA1 Criterion 5

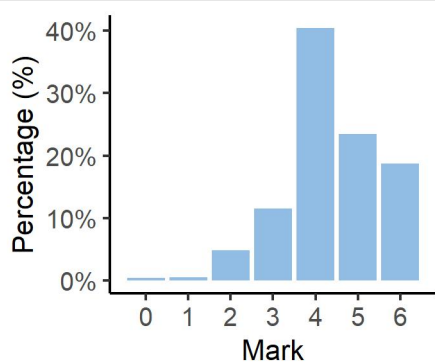


IA2 results

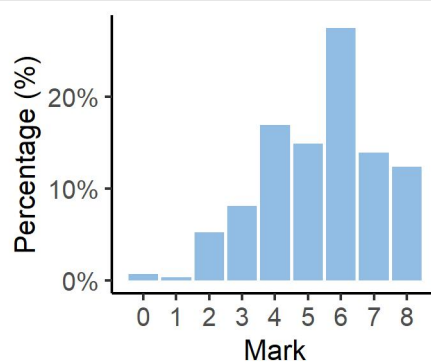
IA2 total



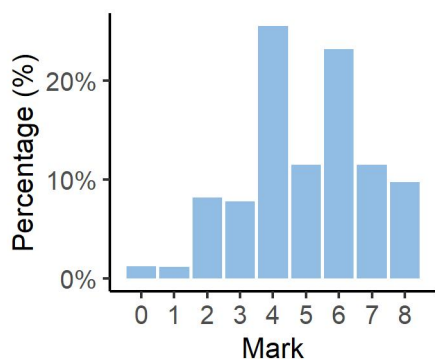
IA2 Criterion 1



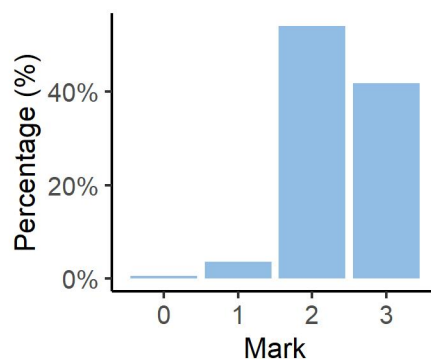
IA2 Criterion 2



IA2 Criterion 3

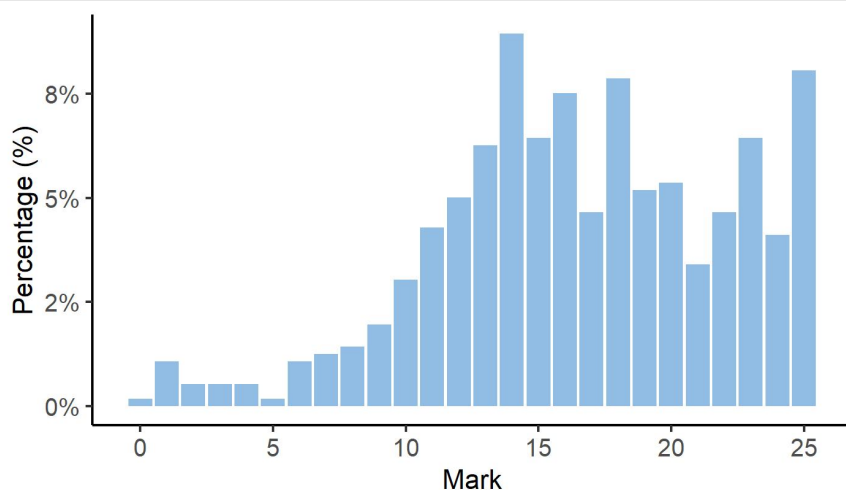


IA2 Criterion 4

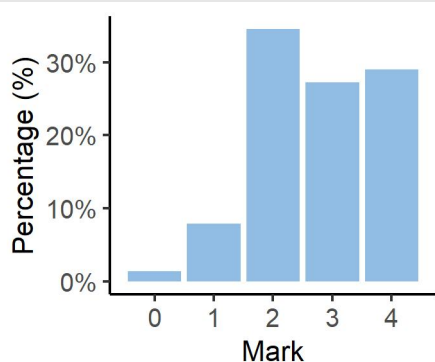


IA3 results

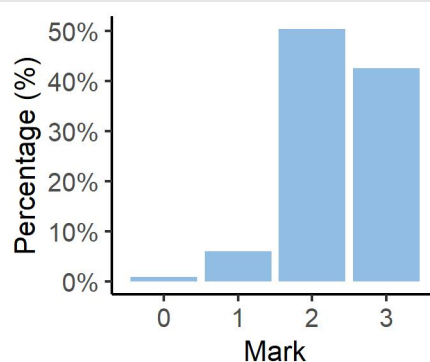
IA3 total



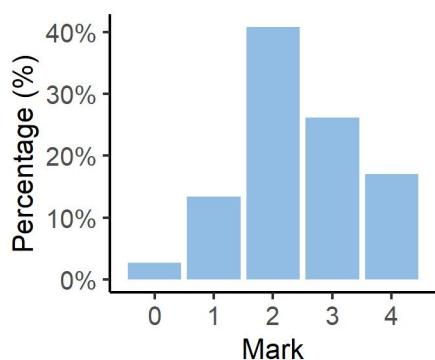
IA3 Criterion 1



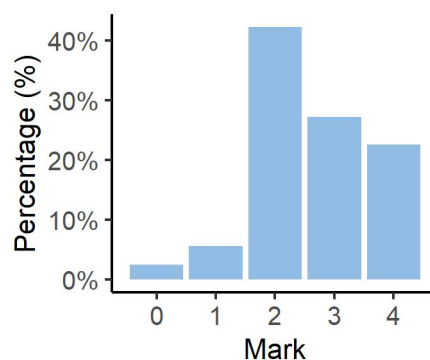
IA3 Criterion 2



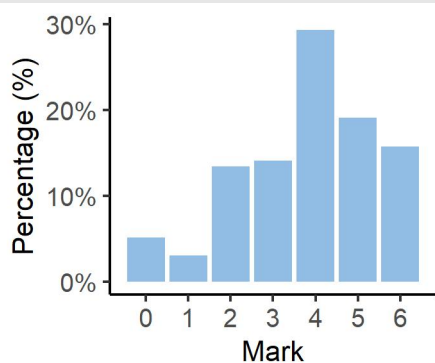
IA3 Criterion 3



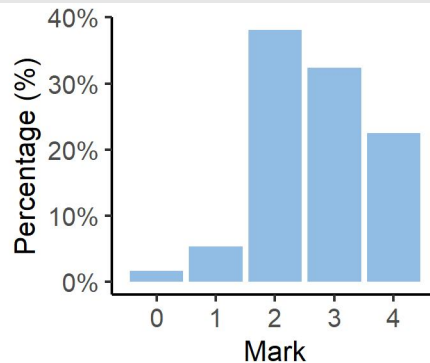
IA3 Criterion 4



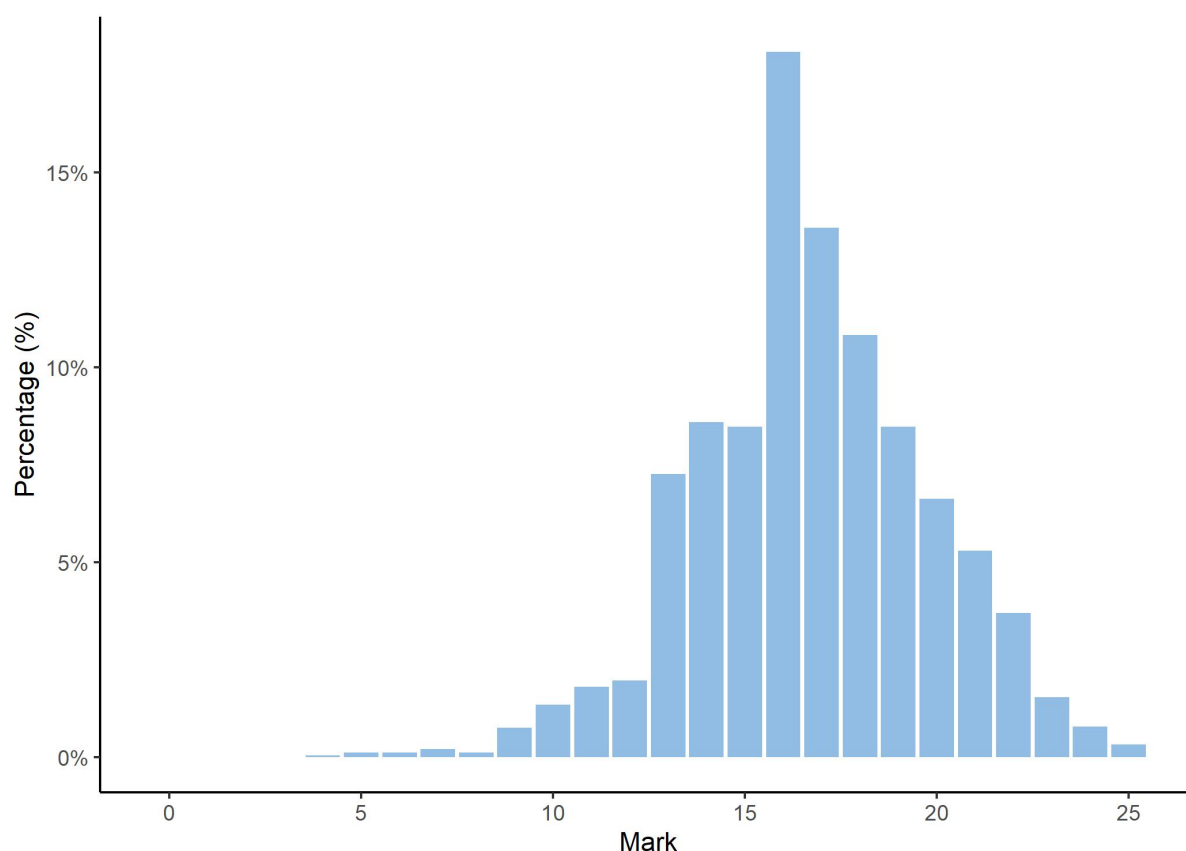
IA3 Criterion 5



IA3 Criterion 6



External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	592	934	889	131	1

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–63	62–44	43–16	15–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	215	215	215
Percentage endorsed in Application 1	47	71	76

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	210	1041	160	56	16	97.56
2	166	922	169	16	16	95.97
3	48	240	33	0	4	98.23

Internal assessment 1 (IA1)

Examination — essay in response to historical sources (25%)

In this technique, students respond to an unseen question using evidence from 9–12 sources provided in the stimulus material (6–7 seen sources and 3–5 not seen sources). The essay in response to historical sources requires students to develop a sustained analysis, synthesis and evaluation of the stimulus material to fully support a student-generated hypothesis (Syllabus section 4.13.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	73
Authentication	0
Authenticity	17
Item construction	16
Scope and scale	26

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- stimulus material that allowed students to build their historical argument in response to the unseen question from the sources provided. The usefulness of each source and the range of sources offered was carefully considered
- a set of seen and not seen sources that were succinct enough for students to engage with during the planning time. While the length of the 3–5 not seen sources should be particularly considered when deciding on the stimulus, so too should the length of the stimulus as a whole. While seen sources have been reviewed by students prior to the exam, students still need to engage with these during the planning time to assess their usefulness for responding to the unseen question
- use of syllabus language in item construction, e.g. the inclusion of the syllabus specification 'The essay in response to historical sources requires students to develop a sustained analysis, synthesis and evaluation of the stimulus material to fully support a student-generated hypothesis' to ensure the task instructions are explicit about the requirements.

Practices to strengthen

It is recommended that assessment instruments:

- offer an unseen question that, when paired with a well-chosen range of sources, provides opportunity for students to develop a *historical argument*. Questions and sources that direct students to a descriptive response limit opportunity for students to demonstrate the upper performance-level descriptors in the Synthesising criterion. Note: Essay questions may take various forms, such as a question, a cognition-led statement or a question that relates to a quote
- allow for a range of possible hypotheses to be developed in response to the question, given the sources provided. Questions and sources that direct students to the same straightforward answer do not elicit unique responses or provide students the opportunity to demonstrate the upper performance-level descriptors of the ISMG
- provide a question of suitable scope and scale to enable students to demonstrate achievement of the assessment objectives and meet the upper performance-level descriptors of the ISMG within the syllabus conditions of 800–1000 words, e.g. a question about all Athenian social classes in the 5th century BCE may be too broad in scale, allowing only a superficial overview of issues. Students are provided with the best opportunity to demonstrate the assessment objectives when the focus of the question and the sources is narrower in scope, allowing for more in-depth responses
- include context statements for each source in the form of a brief description that may include author, time of production, and any general details about the circumstances in which a source was produced. These should be carefully crafted to ensure students are able to demonstrate their skills of analysis and evaluation. For example, a context statement that identifies that an ancient writer is unreliable and likely biased *provides* an evaluation, rather than offering sufficient information about the context of a source's production to enable students to reach this conclusion themselves.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	5
Language	18
Layout	25
Bias avoidance	11

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and accessible language. Where a source included a key word that students could not be reasonably expected to know (and that could not be determined from context), a footnote briefly defining the term was provided
- clearly identifiable and easily located context statements set out in the same way for each source, e.g. use of a subheading 'context statement'.

Practices to strengthen

It is recommended that assessment instruments:

- have a clear layout where the question is easy to locate and not obscured by extraneous contextual information. Bold, italics or other formatting features should only be used where particularly needed
- include sequentially labelled sources, e.g. Seen sources 1–7 or A–G, then Not seen sources 8–12 or H–L)
- provide clear copies of sources with suitable font and image size. Where students are required to analyse an image of an artefact or similar visual source, the image needs to be clear enough to identify features.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Comprehending	98.2	1.69	0.11
2	Analysing	97.43	2.57	0
3	Synthesising	97.7	2.26	0.04
4	Evaluating	95.52	3.68	0.8
5	Creating and communicating	98.93	0.96	0.11

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- discrete decisions were made about each descriptor for the criterion Comprehending, that is
 - the *use of terms* in their historical context, e.g. terms such as ‘indulgences’ and ‘filial duty’ used accurately in an essay responding to a question about the motives of crusaders
 - the *explanation of issues* related to the unseen question, e.g. a question might hinge on an understanding of issues of social class and religion
 - the *understanding of the relationship between concepts and ideas* developed in response to the unseen question, e.g. a response to a question about a historical figure that connects historical concepts of evidence and significance with ideas about gender, religion and tradition
- for Synthesising, discrete decisions were made about each of the three descriptors
 - the first descriptor refers to the various decisions (plural) made as students develop their historical argument. A decision might be signposted in the topic sentence of a paragraph and then justified in the paragraph by combining information from the stimulus, such as quoting or paraphrasing when discussing evidence from sources

- the second descriptor refers to the combination of information to support the overall 'historical argument' (singular) developed in response to the unseen question. This is more than a hypothesis statement. A historical argument is defined in the syllabus glossary as 'the approach taken to prove a hypothesis'. At the mid and upper performance levels information is combined across the essay to *support* the historical argument
- the third descriptor refers to the type of evidence used. At the upper performance level this evidence is drawn from a range of sources
- for Evaluating, consideration was given to what constitutes *well-reasoned* judgments (third descriptor, 5–6 performance level). 'Evaluate' is defined in the syllabus glossary as to 'make an appraisal by weighing up strengths, implications and limitations'. Well-reasoned judgments about usefulness and reliability reflect this 'weighing up' process and recognise implications (the 'so what?'), e.g. a well-reasoned judgment might explain why evidence from a primary source is unreliable, but also explain why and how it remains a useful source of evidence in response to the unseen question. Corroboration strengthens judgments about reliability and usefulness and contributes to decisions about the quality of the reasoning in the third descriptor in Evaluating.

Sample of effective practice

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Synthesising (3–4 marks)

The response demonstrates a combination of information from the stimulus supplied to justify insightful decisions. These combinations use evidence from a range of sources.

The early actions of Athens during the formation of the Delian League revealed altruistic intentions to protect Greece from war and foreign invasion, not build an empire. Under extreme threat from the Persian army, early actions were purely motivated by the desire for safety and protection. An insight into these altruistic intentions is presented in Thucydides, a prominent Athenian Historian's recollection of the Persian to Peloponnesian wars. Thucydides states "Athenians took over leadership of the allies, who, out of dislike for Spartan leadership, accepted them willingly," showing how Athenian rule was accepted and encouraged by the allies (source 6). After the Spartan leadership turned violent and oppressive, the allies looked to the more equitable and democratic state of Athens to rule with virtuous intentions (Thuc. 196). Although Thucydides was exiled at the time of his writing and published material with the intention to return to his home and thus in the best interest of Athens, his sentiment is shared by Aristotle's constitution of Athens. Writing approximately 100 years after the event, Aristotle suggests that Aristides, the Athenian general, "[freed] the opportunity afforded by the discredit brought upon the Lacedaemonians by Pausanias," echoing the concept of distrust of the Spartans that lead to Athenian rule (source 7). Whilst Aristotle's representation of Aristides suggests the Athenian rise to power was due

their initiative rather than the begging of the allies, this is justified by the nature of Persian threat and need for the Delian league to have a strong leader. After the Greek devastating losses during the battle of Salamis and Persian wars, they were in dire need of a strong alliance and offensive force against the Persians (Aristotle 235). The altruistic motivations behind the Delian league, as outlined by Thucydides, also clearly shows how Athens had the best interest of the allies in mind. Thucydides states, "the announced intention was to compensate themselves for their losses, by ravaging the Persian King's territory" (source 6). This shows how the focus was guided purely by revenge for the Persian wars and not to "deliberately build an empire." David Cartwright, Head of classics at Dulwich college, provides a commentary on Thucydides historical accounts and further support on how the formation of the league was guided by altruistic intentions. Cartwright states, "there was at least a theoretical equality between the members of the league... they retained their autonomy," providing clear evidence for the benefits the allies received under the Delian league and preservation of their freedom. This collection of sources clearly shows how the Athenian formation of the Delian league was not a deliberate plan to build an empire.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- the syllabus glossary definition for 'range of sources' is used to guide decisions at the upper performance levels for Analysing, Synthesising and Evaluating. Teachers should consider the sources students draw on to respond to the unseen question. Responses that are based on a small number of sources offering similar perspectives may not demonstrate use of evidence from a range of sources
- the context of the examination technique is considered when matching evidence to the qualifier *discerning*. It is not possible to identify every feature of evidence and every point of evaluation for sources used in an essay of 800–1000 words. Rather, at the upper performance level identification of features of evidence (Analysing) and judgments about reliability and usefulness (Evaluating) are *discerning* and characterised by discriminating, thoughtful and astute choices, with points selected for their value and relevance to the unseen question (see syllabus glossary)
- when making judgments for Evaluating, teachers first consider whether there is evidence of judgments or statements about reliability and/or usefulness. At both the mid and upper performance levels *judgments* about usefulness *and/or* reliability are evident. A judgment includes an explanation of how a conclusion about usefulness or reliability was formed. A judgment provides the 'what' and the 'why'. A judgment about usefulness and reliability can be

evident without making explicit use of these terms. A statement does not show how an opinion was formed. For example:

- judgment: Beard's expertise in Roman history lends weight to her claim that ... (Source 2)
- statement: The evidence from Smith (Source 1) is reliable.
- the syllabus is used as a reference point when matching evidence in responses to the ISMG for the Creating and communicating criterion. The syllabus specifies the features of an essay in response to historical sources. The syllabus glossary provides definitions of qualifiers such as *succinct*, *logical* and *consistent*. Note that in the context of an essay written under examination conditions, ethical scholarship is demonstrated by acknowledging each source used. This may be accomplished in various ways, including by source number (e.g. Source 1/Source A) and/or author or title of source.

Internal assessment 2 (IA2)

Investigation — independent source investigation (25%)

In this technique students use research and investigative practices to assess a range of cognitions in a particular context. Students demonstrate application of historical concepts and historical skills in the investigation by selecting and analysing a range of historical sources and considering different perspectives. The features of an independent source investigation are: a student-derived key inquiry question, 3–5 sub-questions, a rationale, a source analysis of 4–6 sources (primary and secondary) and a critical summary of evidence (Syllabus section 4.13.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	30
Authentication	3
Authenticity	3
Item construction	38
Scope and scale	0

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- a brief context that clearly positioned the task within the unit and topic being studied
- an open-ended task that allowed each student to generate their own key inquiry question and sub-questions to drive their investigation
- student instructions on how to complete the task that clearly aligned with the syllabus specifications
- checkpoints that were suitable for the task, aligning with the syllabus specifications and the selected authentication strategies.

Practices to strengthen

It is recommended that assessment instruments:

- focus on only one topic from Unit 3: Reconstructing the past, not previously assessed in IA1
- frame the task so that students may identify their own particular area of investigation within the topic and have opportunity to demonstrate their ability to devise their own key inquiry question and sub-questions to guide an investigation
- explicitly address all assessment specifications, including the required features of an independent source investigation and the use of a recognised system of referencing including a reference list. Note: The overall word length of 1500–2000 words is a required condition, but the breakdown for each section of the investigation provided in the syllabus is a suggestion only
- ensure any scaffolding aligns with the syllabus specifications. If a scaffolding section is included, it should not repeat or redefine information that has already been provided elsewhere in the assessment instrument. The provision of systematised and very prescriptive details of how to respond limits students' opportunity to demonstrate the performance-level descriptors in the ISMG, e.g. if students are provided with a formulaic process for reporting their analysis and evaluation, opportunity to demonstrate discernment in their analysis and evaluation (as required at the upper performance levels) may be limited.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	7
Language	2
Layout	0
Bias Avoidance	0

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear layout, with all the required information in the appropriate sections
- use of bold, italics and other formatting features only where relevant.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions, presented in a logical order, using cues and language that align to the syllabus specifications.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Devising and conducting	95.95	2.44	1.61
2	Analysing	95.11	3.91	0.98
3	Evaluating	93.7	5.08	1.22
4	Creating and communicating	99.12	0.44	0.44

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Devising and conducting criterion, a discrete decision was made for each of the descriptors
 - the use of, and quality of, the inquiry questions and sub-questions. Note that the sub-questions must be relevant to the key inquiry question at both the 5–6 and 3–4 mark ranges
 - the quality of the historical research, including whether evidence from primary *and* secondary sources was used
 - the perspectives offered in the sources, e.g.
 - a response offering a single perspective (lower performance level) might include several excerpts from a source conveying the same perspective
 - at the mid performance level, *perspectives* are evident in a selection of sources where similar points of view are shared by two or more separate groups, people or institutions
 - at the upper performance level, *different perspectives* are evident when there are sources from two or more separate groups, people or institutions that offer dissimilar points of view
- for the Analysing criterion, it was recognised that identification and explanation of features of evidence for both primary *and* secondary sources was included in descriptors at the 5–6 and 7–8 mark range
- for the Creating and communicating criterion, the syllabus specifications informed understanding of the required features of an independent source investigation. Responses matched to the first descriptor in this criterion at the upper performance level demonstrated succinct expression and logical organisation of information. These responses were typically organised to avoid unnecessary repetition, with judicious decisions about what information to include in which sections.

Sample of effective practice

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Devising and conducting (5–6 marks)

The response demonstrates:

- detailed use of historical research by using evidence from primary and secondary sources that demonstrates application of the key inquiry question
- selection of evidence from primary and secondary sources that offers different perspectives.

Note: The primary source the student selected for analysis was an Egyptian temple wall relief depicting Alexander from the period under investigation.

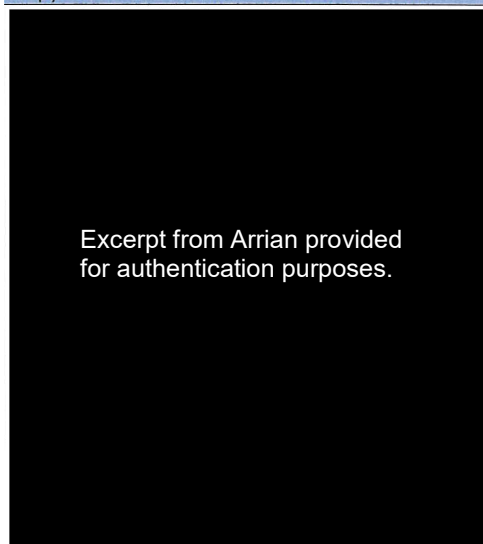
Analysing (7–8 marks)

The response demonstrates:

- discerning identification of the features of evidence from primary and secondary sources
- detailed examination of the features of evidence from primary and secondary sources
- informed explanation about how evidence from the sources contributes to the development of the key inquiry question.


When studying Alexander the Great and his father Phillip II of Macedon I was not drawn to the analysis and comprehension of their battle tactics as they did not evolve further than Phillip's initial improvements to his military force. However, when we examined the representations of Alexander as a god, I found it interesting that multiple cultures included him in their religious worship. This led me to question whether he used this perception to his advantage when conquering new nations and whether or not they accepted his intrusion into their sacred customs. After further research, I was led to question whether Alexander used his deification at all or whether it was a facet of his rulership that developed posthumously. While it was much easier to obtain secondary sources from modern scholars and documentation of events from ancient historians, finding true primary source created while Alexander was alive proved to be difficult. Additionally, his military achievements were the main focuses of almost all primary sources rather than documentation of his deification and whether or not he was aware of how his appearance as a god influenced his leadership. This is due in part to the interest in Alexander the Great and his exploits developing slowly in the years after his death.

Copy of source and full APA reference details



Source Interrogation

- This secondary source was written in approximately 200 CE by Arrian of Nicomedia, a Greek historian, military commander and philosopher.
- Arrian wrote to present his audience with well-reasoned and researched truth regarding famous historical figures. However, he also sought to praise those he believed were deserving.
- Arrian presents an overall positive perspective regarding Alexander's leadership. However, as a philosopher his perspective is not entirely uncritical.
- This source positions the reader to believe that Alexander took advantage of his perceived godhood

	 <ul style="list-style-type: none"> by attempting to institute proskynesis throughout his empire. It also displays the mass discontent presented by Alexander's Greek subjects at the prospect of treating Alexander with a form of respect reserved only for their gods. This source explicitly conveys the Greeks disapproval of the implementation of proskynesis as they believed that men should not be bowed to like gods. However, it further implies and supports the concept that Alexander utilised the cultures of other societies to strengthen his rule and manipulate his people. This source is useful to display the extent Alexander the Great went to to ensure that he retained his power over all of his subjects whether they be Egyptians, Persians or Macedonians. It provides insight into Alexander's thought process in terms of cementing control in places he was already assured of ruling such as Macedonia, highlighting how strict Alexander was when it came to retaining his rulership.
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- teachers note the requirement for responses to include both primary *and* secondary sources at the upper performance levels for the Devising and conducting, Analysing, and Evaluating criteria. The syllabus glossary defines primary sources as 'objects and documents created or written during the time being investigated, for example during an event or very soon after'. All responses matched to these upper performance-level descriptors must include at least one source that is a primary source as it is defined in the syllabus. Students will need to carefully consider whether ancient sources they locate are best described as primary or secondary sources, given the particular focus of their investigations. Note: There is no required 'balance' of primary and secondary sources, nor is there any requirement to write in equal depth for each source. A response may have a shorter analysis and evaluation of, for example, a coin and a longer discussion analysing and evaluating an extract from a written ancient secondary source
- for the Evaluating criterion, consideration be given to whether there is clear evidence of referring to different perspectives. Responses matched to the second descriptor in Evaluating, at the upper performance level, include in their judgments a discussion that clearly shows how perspectives are different
- the 'and/or' at the 3–4 and 5–6 mark ranges in the Evaluating criterion is noted
- decisions about corroboration (Evaluating, third descriptor) are made only in relation to the 4–6 sources selected for the independent source investigation. The technique does not require students to corroborate evidence with other sources not presented in the final response

- evidence across the response is used when matching evidence to the performance-level descriptors. Students may organise their responses in different ways, e.g. some responses may include many points about how the evidence from sources contributes to the development of the key inquiry question (Analysing, third performance-level descriptor) in the source analysis section, whereas other responses may have more evidence for this descriptor in the critical summary of evidence section.

Internal assessment 3 (IA3)

Investigation — historical essay based on research (25%)

In this technique, students research a historical topic through the collection, analysis and synthesis of evidence from primary and secondary sources. Students create their own key inquiry question and hypothesis. The final response to the investigation is a historical essay based on research that requires a sustained analysis, synthesis and evaluation of evidence to fully support the hypothesis (Syllabus section 5.15.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	41
Authentication	3
Authenticity	5
Item construction	3
Scope and scale	1

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- a brief context that clearly positioned the task within the unit and topic being studied
- an open-ended task that allowed each student to generate their own key inquiry question to drive their investigation
- student instructions on how to complete the task that clearly aligned with the syllabus specifications
- checkpoints that were suitable for the task, aligning with the syllabus specifications and the selected authentication strategies.

Practices to strengthen

It is recommended that assessment instruments:

- provide opportunity for students to develop unique responses and generate their own key inquiry question and hypothesis. If a task is framed as a question to investigate, this *provides* a key inquiry question and does not align to the syllabus specifications or allow students demonstrate aspects of the Devising and conducting criterion. Similarly, tasks framed as propositions for students to agree or disagree with may limit opportunity for students to demonstrate the assessment objectives. If a list of possible areas of focus within the topic is

offered in addition to the task (e.g. a list of events), these must be broad enough for students to further narrow their focus so they are able to develop their own key inquiry question as per the syllabus specifications. Note: There is no requirement to offer a list of possible areas to investigate in addition to the main task instruction

- address all assessment specifications, including the requirement for a recognised system of referencing to acknowledge the sources used. This includes the requirement to provide a reference list. The system of referencing chosen by the school may be specified in the instrument.
- ensure any scaffolding aligns with the syllabus specifications and does not repeat or redefine information provided elsewhere in the instrument.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	1
Layout	0
Bias avoidance	0

*Total number of submissions: 215. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear layout, where all the information was set out concisely in the appropriate sections.

Practices to strengthen

It is recommended that assessment instruments:

- use clear and consistent language in the task instructions that aligns to the language in the syllabus, e.g. using the term 'investigation' consistently throughout, rather than sometimes referring to the task as an investigation, and other times as a research assignment.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Comprehending	99.1	0.36	0.54
2	Devising and conducting	99.64	0	0.36
3	Analysing	98.03	1.62	0.36
4	Synthesising	96.77	2.87	0.36
5	Evaluating	97.13	2.51	0.36
6	Creating and communicating	98.74	1.08	0.18

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- three distinct decisions were made about the Comprehending criterion: the *use* of terms in their historical context, the *explanation* of issues relevant to the particular key inquiry question and evidence of *understanding* relationships between concepts and ideas
- only evidence in the final response (including the key inquiry question) was used to make decisions about the match to descriptors in the ISMG for the Devising and conducting criterion
- for the Analysing criterion, schools recognised that responses at the mid and upper performance levels went beyond identifying features of evidence and showed evidence of *examining* and making *use of* relevant features of evidence
- teachers distinguished between the three descriptors for the Synthesising criterion, the overall historical argument developed, the decisions that formed the building blocks of the argument, and the type of evidence combined
- for the Evaluating criterion, consideration was given to what constitutes *well-reasoned* judgments when matching evidence to the third descriptor. The syllabus glossary defines 'evaluate' as to 'make an appraisal by weighing up strengths, implications and limitations'. Well-reasoned judgments about usefulness and reliability reflect this 'weighing up' process and recognise implications (the 'so what?')
- for the Creating and communicating criterion, for a mark of 4 to be awarded all of the characteristics of each upper performance-level descriptor were demonstrated, e.g. both the features of a historical essay *and* ethical scholarship were consistently demonstrated in responses that matched the second descriptor at the upper performance level.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have been demonstrated throughout the response.

Evaluating (3–4 marks)

The response demonstrates:

- discerning judgments about usefulness and reliability
- these judgments use evidence from primary and secondary sources and/or refer to different perspectives
- these judgments are well-reasoned and corroborated.

a political world and never doubted that he would have a political career. Plutarch's accounts must also be considered with caution, due to his tendency to include personal opinions in his writings. However, his writings are complemented by the work of Suetonius, who presents his accounts in an anecdotal form and rarely includes his own personal perspective. Suetonius suggests that Caesar was motivated by what Alexander the Great had already achieved by the time he was Caesar's age, and the fact that "he himself had done nothing, in the least, epoch-making..." (Robert Graves 1957:259) While this provides an alternate perspective to Cicero, Suetonius corroborates Plutarch's view of the importance of Caesar's background connections, "...since the Julians (of which Caesar is a branch of) reckon descent from the Goddess Venus. Thus, [Caesar] can claim both the sanctity of kings, who reign supreme among mortals..." (Suetonius, 1957 pg.11). This further emphasises that Caesar's motivation stemmed from being born into a family where power and authority were already evident. Unlike Cicero and Sallust, Plutarch and Suetonius wrote their accounts during a different time, several hundred years after Caesar was in power, therefore, the judgements that they make are influenced by the political environment they were writing in. Natural questions are therefore raised about the consistency of information presented, as multiple dominant narratives arise. However, there is corroborating archaeological evidence supporting that Caesar's motivation for seizing power was ancestral. The numerous coin types of Caesar, minted from 49BCE, to after his death in 44 BCE, trace his political career, with the earliest coin being the silver Denarius coin, representing Caesar's illustrious ancestry from the goddess Venus (see appendix 1, figure i).

Analysing (3–4 marks)

The response demonstrates:

- discerning use of the features of evidence from primary and secondary sources
- detailed examination of the features of evidence from sources
- informed explanation of how evidence from primary and secondary sources contributes to the development of the key inquiry question and hypothesis.

Even in 34BC – four years before his death – Mark Antony was adopting bold Hellenistic practices as a result of Kleopatra's influence.⁴⁶ He brazenly displayed these anti-Republican views and integrated Kleopatra into the public eye, even more so than Caesar; this was seen as a threat to the *Res Publica* and a gross violation of Roman ways.⁴⁷ A silver tetradrachm Greco-Roman coin displays the portrait of both Mark Antony (on the reverse) and Kleopatra (on the obverse) – see Figure 3. Author Mary Greuel explains that it is odd for Kleopatra to be placed on the obverse of the coin, since it was a place of prestige, and the person on the obverse was more important than the person on the reverse, so it implies that although Egypt was subservient to Rome, Antony was subservient to her.⁴⁸ This can be explained with the discovery of a Roman denarius coin, illustrating Antony on the obverse instead of Kleopatra – see Figure 4 – which indicates that the tetradrachm coin was minted by Kleopatra for an Eastern/ Greek audience, whereas, the denarius was minted by Antony for a Roman audience. Coins are extremely useful artefacts because they not only provide an insight into the economy of the time, but also religion and politics. These coins are particularly useful because they provide evidence that Antony and Kleopatra were a couple, as well as evidence of a foreign Head of State appearing on Roman coinage – the only case ever recorded. This provides

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- for the Synthesising criterion, teachers use the syllabus glossary to assist decision-making when matching evidence to the performance-level descriptors
 - for the first descriptor, when decisions are justified evidence is provided as support. Responses matched to the upper performance level for this descriptor combine information from sources to justify *insightful* decisions. The syllabus glossary defines 'insightful' as 'showing understanding of a situation'
 - for the second descriptor, at the upper performance level the combination of information must support a *sophisticated* historical argument, defined as one of intellectual complexity. A sophisticated hypothesis statement in isolation is not a sophisticated historical argument.

To be matched to the upper performance level for this descriptor, information must be combined in a way that supports a sophisticated argument *throughout* the essay

- the third descriptor requires use of evidence from both primary and secondary sources for a response to be matched to the upper performance level, although there is no particular balance of primary and secondary sources required. This is dependent on the focus of the investigation. The syllabus glossary defines ‘primary and secondary sources’. For some Ancient History topics, primary source evidence is limited, and in these cases most evidence will be from ancient and modern secondary sources. However, at least one piece of evidence must be from a primary source, which could include archaeological evidence
- for the Evaluating criterion, teachers consider
 - the difference between a judgment and a statement. A judgment includes an explanation of how a conclusion about usefulness or reliability was formed
 - the glossary meaning of the qualifier *discerning* in the first descriptor at the upper performance level. The syllabus glossary defines *discerning* as ‘discriminating, making thoughtful and astute choices and selected for value or relevance’. Therefore, discerning evaluations explain the most pertinent points about usefulness and reliability as relevant to the particular argument. Judgments about usefulness and reliability may be evident without explicit use of the words ‘useful’ and ‘reliable’.

External assessment

Examination — short responses to historical sources (25%)

Assessment design

Assessment specifications and conditions

The QCAA nominates one Unit 4 topic that will be the basis for external assessment. Schools are notified of the topic at least 12 months before the external assessment is implemented. In 2020 the topic was Unit 4, Topic 12: Augustus.

Short response examination

The examination assesses the application of a range of cognitions to unseen questions in response to historical sources. The short response examination includes a number of short items requiring paragraph responses that include references to historical sources and evidence.

Stimulus specifications

- Up to 12 sources.
- Sources must be succinct enough to allow students sufficient time to engage with them in planning time.
- Sources not provided before the exam.
- Context statements will be supplied for each source in the form of a brief description that may include author, time of production and any general details about the circumstances in which a source was produced.

Conditions

- Time: 2 hours plus 15 minutes planning time.
- Length: 3–5 questions with a total word length of 800–1000 words.

The assessment instrument consisted of one paper (a question and response book and a stimulus book). This assessment was used to determine student achievement in the following assessment objectives:

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

The paper consisted of four questions linked to specific stimulus and assessed a range of historical skills. Questions 1, 2a and 2b required shorter responses. Questions 3 and 4 required longer responses.

The stimulus book provided excerpts from eight historical sources that represented a range of perspectives on the topic. The stimulus included excerpts from ancient primary and secondary sources and excerpts from the work of modern historians. Each source was linked to specific questions and the stimulus was designed to elicit use of evidence from historical sources to respond to questions assessing the criteria Comprehending, Analysing, Synthesising, Evaluating, and Creating and communicating.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- applying historical skills to construct responses to a range of questions using the evidence from the sources provided
- integrating relevant evidence from historical sources into responses by quoting and/or paraphrasing, as well as acknowledging the sources used
- evaluating the usefulness and reliability of evidence from historical sources, including making clear judgments
- creating and communicating responses, including purposeful organisation of paragraph/s.

Effective practices

The following questions and samples were selected to illustrate effective student responses in demonstrating some assessment objectives from the syllabus.

Short response

Criterion: Analysing

Item: Question 1

This question required students to use evidence from Cicero's 'The Third Philippic' to explain a motive for delivering the speech. Students were not asked to recall Cicero's motive. Rather, they were asked to determine a motive by analysing how Antony and Augustus were depicted. Question 1 also assessed comprehension of information in the source and context statement to demonstrate an understanding of the historical context of the speech (Comprehending 2 marks).

Effective student responses:

- provided a plausible explanation of Cicero's motive
- explained two ways Augustus was described, using well-chosen evidence from Source 1
- explained two ways Antony was described, using well-chosen evidence from Source 1
- demonstrated an informed understanding of historical context of the speech.

Student sample of effective response

This excerpt has been included to:

- show how a plausible motive — determined by analysing the evidence in Source 1 — was clearly stated in the first sentence of the response
- illustrate how evidence from a source may be integrated in a response. In this sample, evidence is quoted, paraphrased and explained to support the answer
- demonstrate well-chosen evidence. The analysis identifies two distinct ways Antony is described in the source. The choice of evidence is relevant and discerning and includes linking explanation showing how this evidence contributes to determining a plausible motive of Cicero.

Analysing

This section of the response demonstrates two ways Antony is described, using well-chosen evidence from Source 1.

Cicero's speech 'The Third Philippic' was motivated by his desire to express public support for Augustus, ~~condemnation of~~ ^{condemn} the acts of Mark Antony and an encouragement to the Senate to express similar support. Cicero characterizes Mark ~~Antony~~ Antony as a 'profligate and desperate man', depicting him as wicked and criminal. He then continues to suggest that Antony was responsible for a 'notorious war' against Rome, attempting to attack Roman lives, money, religion and homes, ~~and essentially~~ ^{essentially causing} a tyrannical downfall of the republic. Alternatively to this, Cicero describes Augustus

Criterion: Comprehending

Item: Question 2

This question had two parts. In the first part, students were required to define the meaning of the terms *potestas* and *auctoritas* as used in a modern secondary source and explain two ways these were different forms of power. The second part of this question assessed Analysing, and required explanation of two implicit meanings possibly intended by Augustus when he referred to his *potestas* and *auctoritas* in *Res Gestae*.

Effective student responses:

- accurately defined *potestas* and *auctoritas* using evidence from Source 2
- explained two points of difference between *potestas* and *auctoritas*
- explained, with discernment, two plausible implicit meanings related to *potestas* and *auctoritas* from Source 3.

Student sample of effective response

This sample has been included to:

- show how evidence from a source can be used to construct definitions of historical terms
- show how explanations are built, integrating quoted or paraphrased evidence from historical sources
- show how each requirement of the question has been carefully addressed. The example below is a response to Question 2a.

<p>Comprehending The response:</p> <ul style="list-style-type: none"> • accurately defines <i>potestas</i> and <i>auctoritas</i> using evidence from Source 2 • explains two points of difference between <i>potestas</i> and <i>auctoritas</i>. 	<p>QUESTION 2 (11 marks)</p> <p>a) Use evidence from Source 2 in the stimulus book to define the terms <i>potestas</i> and <i>auctoritas</i> and explain two ways these are different forms of power. [5 marks]</p> <p><i>Potestas is defined as a type of formal, "institutional" power, such as that held by a magistrate, while auctoritas is less measurable, defined by the degree of esteem in which one is held, or one's "ability to influence others" (Source 2). While potestas is clearly defined and thus "limited," the ambiguity of auctoritas allows it to be expanded upon. Potestas, once earned by an individual, is "static power" so long as that person still holds their position, while auctoritas must be continually embodied and performed so that it may "constantly... be earned anew" (Source 2).</i></p>
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Criterion: Evaluating

Item: Question 3

This question required students to evaluate the extent to which evidence from two ancient sources (Horace and Julian) was reliable and useful for assessing the achievements of Augustus. For each source, two considerations for usefulness and two considerations about reliability were required to support the judgments. Question 3 also assessed the criterion Creating and communicating (3 marks).

Effective student responses:

- made discerning judgments about reliability by explaining two considerations about each source
- made discerning judgments about the extent to which each source was useful by explaining two considerations about each source
- explained one way Source 4 and Source 5 corroborate (or did not corroborate)
- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

Student sample of effective response

This sample has been included to:

- show how evaluating involves a process of weighing up strengths and limitations and thinking about implications
- show how judgments about reliability are made using the evidence from a source, which can include information in the title, context statement and footnotes
- show how judgments about reliability and usefulness are relevant to the focus specified in the question, in this case: for assessing the achievements of Augustus.

Evaluating

The response:

- makes a discerning judgment about reliability by explaining two considerations about the source
- makes a discerning judgment about the extent to which the source is useful by explaining two considerations about the source.

Note: Only the section of the response evaluating Source 4 is shown.

Both source 4 and source 5 offer incredibly valuable ^{political and military} insight into the achievements of Augustus, despite their ~~ts~~ limitations regarding reliability. Written by Emperor Julian of Rome, 'The Caesars' highlights the many ^{accomplishments} ~~achievements~~ of Augustus throughout his life. As a comedic play, the purpose of ~~the~~ this excerpt was to praise Augustus in ^a way that was entertaining to Roman citizens. Therefore, its reliability may be lowered as comedic impact takes priority over facts and accuracy. In addition, Julian was writing over 300 years after the reign of Augustus, therefore similarly impacting the potential accuracy of the information provided about Augustus' life. However, the date of this play ^{to makes it} ~~also~~ extremely useful when considering the legacy of Augustus' achievements. While the play may use emotive and exaggerated language, such as "I did not give way to boundless ambition" (source 4) to ^{and entertain audiences,} elevate Augustus' image, it also cites events known to be true. The mention of Augustus "conquering the ~~Sy~~ Scythians and Thracians" (source 4) reveals the historical significance of his achievements as they continue to be praised centuries later. Moreover, this source can be considered highly valuable as it corroborates claims from source 5 about Augustus' military achievements.

Criterion: Synthesising

Item: Question 4

This question required students to synthesise evidence from three historical sources to create a historical argument in response to the question: To what extent was the Senate important to Augustus's power? Question 4 also assessed the criteria Comprehending (5 marks) and Creating and communicating (3 marks).

Effective student responses:

- presented a sophisticated historical argument that responded directly to the question
- skilfully combined relevant evidence from the three sources to develop the argument
- demonstrated apt use of relevant terms placed in historical context
- demonstrated informed understanding of the relationship between the republican institution of the Senate and the power of Augustus
- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

Student sample of effective response

This sample has been included to:

- exemplify how a historical argument is developed using the evidence provided in the nominated sources. This argument is signposted in the first sentence and developed throughout. It is a direct response to the question that was asked
- demonstrate a *sophisticated* historical argument that displays intellectual complexity show how evidence from the sources was skilfully combined to develop and support the historical argument. Although only an extract is shown, in the full response evidence from each source contributes to the development of the historical argument.

Synthesising

Note: The evidence from the third source used to develop the historical argument is not shown in this excerpt.

Despite having significant power over the Senate, Augustus was ~~st~~ nevertheless ^{and legitimate Republican} reliant upon the Senate for maintaining a stable and functional regime. As highlighted by Nicols, despite the Senate's "auctoritas" and "imperium" being "constrained" (source 7), "to rule the empire the Principes [Augustus] needed the cooperation of that quintessentially aristocratic body ('the Senate') (source 7). Additionally, Nicols asserts that Augustus "looked to aristocrats for support and honour" (source 7), legitimising and upholding his ^{and power} rule in a Republican framework of governance. Brunt ~~at~~ corroborates with

this assessment, highlighting the need that Augustus had to appease the Senate, as he did "all he could to make his policies acceptable to upper-class opinion" (source 8). Brunt even goes to the extent of suggesting that Augustus "at times" had to "conform to that opinion" (source 8), further underlining the importance of Senatorial approval to Augustus' power. Brunt asserts, ^{with reference to Suetonius,} that Augustus hoped to "retain the approval of the Senate" (source 8) because "a regime based on its consent was likely to be more durable" (source 8). As such, ~~A~~ the Senate, according to Brunt, was instrumental in maintaining a stable and functional ^{Republican} state, this was important to Augustus' rule and power. On the other hand, Dia presents an

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- ensuring students understand that this technique puts the focus on applying historical skills using evidence from the historical sources provided in the stimulus book. Responses to questions are constructed by using the evidence from these historical sources. This could include any of the information provided with a source, e.g. the title, context statement, reference and/or footnotes. While the historical understandings students develop as they study the topic will sharpen their engagement with the historical sources provided in the examination, information in a response not connected to the question and the specified sources is not rewarded in the marking guide
- encouraging students to consider possible strategies to make good use of planning time, including reading sources through the lens of the question posed, e.g. the 2020 paper provided a particular focus (assessing the achievements of Augustus) in the evaluating question.
- learning experiences that encourage students to reflect on the clarity, succinctness and completeness of their written responses to practice questions, e.g. checking a response addresses all elements of the question.

Senior External Examination

The following information relates to the Ancient History Senior External Examination, a standalone examination offered to eligible Year 12 students and adult learners. This commentary should be read in conjunction with the external assessment section of the preceding comments for the General subject.

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Overall, students responded well to the following assessment aspects:

- analysing the features of evidence, particularly explicit meanings in the short response questions in Section 1 of SEE 1
- devising relevant sub-questions for the combination response in Paper 1 of SEE 2
- synthesising evidence to create a historical argument in Section 2 of SEE 1 and Paper 1 of SEE 2.

Practices to strengthen

It is recommended that when preparing for the assessment for the Senior External Examination consideration be given to:

- analysing features of evidence in the essay in response to historical sources in Section 2 of SEE 1
- evaluating the usefulness and reliability of evidence from sources in the short response questions in Section 1 of SEE 1 and in the essay in response to historical sources in Section 1 of SEE 1
- consulting resources on the Ancient History SEE syllabus page in the QCAA Portal. The IA1 high-level annotated sample response helps to prepare students for SEE 1, Section 2. The IA2 and IA3 sample responses assist preparation for SEE 1, Section 1 and SEE 2, Paper 1. The mock and sample external assessments are helpful in preparing students for SEE 1, Section 1 and SEE 2, Paper 2.