Ancient History marking guide and response

External assessment 2021

Short response (55 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 consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Criterion: Analysing

Q	The response:	M
1	• explains a plausible implicit meaning about Augustus and the constitution, using well-chosen evidence from Source 1	4
	• describes a plausible implicit meaning about Augustus and the constitution, referring to evidence from Source 1	3
	• describes evidence from Source 1 about Augustus and the constitution	2
	• describes aspects of Augustus's powers	1
	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:	M
1	***Tribunicia potestas***	
	• explains the power/s associated with *tribunicia potestas* accurately to develop the response, using relevant evidence from Source 1	2
	• uses the term *tribunicia potestas* accurately, referring to evidence from Source 1	1
	• does not satisfy any of the descriptors above.	0
	Imperium proconsulare maius	
	• explains the power/s associated with *imperium proconsulare maius* accurately to develop the response, using relevant evidence from Source 1	2
	• uses the term *imperium proconsulare maius* accurately, referring to evidence from Source 1	1
	• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Q	The response:	M	The response:	M
2	**Similarity 1**		**Similarity 2**	
	• identifies a valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources	2	• identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources	2
	• identifies a valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3	1	• identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
	Difference 1		**Difference 2**	
	• identifies a valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources	2	• identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources	2
	• identifies a valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3	1	• identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:	M
2	• aptly uses relevant terms from the sources placed in historical context	2
	• uses relevant terms from the sources	1
	• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Q	The response:	M	The response:	M	The response:	M
3	**Horace (Source 4) — reliability**		**Pliny (Source 5) — reliability**		**Coin (Source 6) — reliability**	
	• explains a discerning judgment about reliability, using well-chosen evidence from the source	2	• explains a discerning judgment about reliability, using well-chosen evidence from the source	2	• explains a discerning judgment about reliability, using well-chosen evidence from the source	2
	• makes a judgment about reliability, referring to relevant evidence from the source	1	• makes a judgment about reliability, referring to relevant evidence from the source	1	• makes a judgment about reliability, referring to relevant evidence from the source	1
	• does not satisfy any of the descriptors above.	0	• 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	The response:	M
3	**Horace (Source 4) — usefulness**		**Pliny (Source 5) — usefulness**		**Coin (Source 6) — usefulness**	
	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	2	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	2	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	2
	• makes a judgment about usefulness, referring to relevant evidence from the source	1	• makes a judgment about usefulness, referring to relevant evidence from the source	1	• makes a judgment about usefulness, referring to relevant evidence from the source	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Q	The response:	M
3	• explains how evidence from 2 sources corroborates	2
	• states that evidence from 2 sources corroborates	1
	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:	M
3	• demonstrates an informed understanding of the relationship between concepts of religion and power in the context of the question and sources	2
	• demonstrates a basic understanding of the relationship between concepts of religion and power in the context of the question and sources	1
	• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:	M
3	• 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

Criterion: Synthesising

Q	The response:	M
4	**For the overall historical argument**	
	• 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 relates to the question	3
	• presents a superficial argument about the Roman army under Augustus	2
	• makes statements about the Roman army	1
	• does not satisfy any of the descriptors above.	0
	When synthesising evidence from sources	
	• skilfully combines relevant evidence from all 4 sources to develop the historical argument	6
	• skilfully combines relevant evidence from 3 sources to develop the historical argument • includes relevant evidence from a fourth source	5
	• combines relevant evidence from all 4 sources to develop the historical argument	4
	• combines relevant evidence from 3 sources to develop the historical argument	3
	• combines evidence about Augustus and the Roman army from 2 sources	2
	• refers to evidence about Augustus or the Roman army from 1 source	1
	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:	M
4	• demonstrates an informed understanding of concept/s or issue/s related to the question • aptly uses relevant terms from the sources placed in historical context	4
	• demonstrates a basic understanding of concept/s or issue/s related to the question • uses relevant terms from the sources	3
	• demonstrates a superficial understanding of concept/s or issue/s related to the question • uses relevant terms from the sources	2
	• uses relevant terms from the sources	1
	• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:	M
4	• 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

References

Stimulus 1

Galinsky, K 2012, *Augustus: Introduction to the life of an emperor*, Cambridge University Press, Cambridge

Stimulus 7

A 2015, *Augustus: From revolutionary to Emperor*, Weidenfeld & Nicolson, London, pp. 245–246.