

Ancient History subject report

2021 cohort

February 2022

ISBN

Electronic version: 978-1-74378-161-6



© State of Queensland (QCAA) 2022

Attribution: '© State of Queensland ([QCAA](#)) 2022' — please include the link to our copyright notice.

Other copyright material in this publication is listed below.

1. Student responses in this report are excluded from the CC BY 4.0 licence.

Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Introduction	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	2
Units 1 and 2 results	2
Units 3 and 4 internal assessment (IA) results	2
Total marks for IA	2
IA1 marks	3
IA2 marks	4
IA3 marks	5
External assessment (EA) marks	6
Final subject results	7
Final marks for IA and EA	7
Grade boundaries	7
Distribution of standards	7
Internal assessment	8
Endorsement	8
Confirmation	8
Internal assessment 1 (IA1)	10
Examination — essay in response to historical sources (25%)	10
Assessment design	10
Assessment decisions	12
Internal assessment 2 (IA2)	17
Investigation — independent source investigation (25%)	17
Assessment design	17
Assessment decisions	19
Internal assessment 3 (IA3)	23
Investigation — historical essay based on research (25%)	23
Assessment design	23
Assessment decisions	24
External assessment	29
Examination — short responses to historical sources (25%)	29
Assessment design	29
Assessment decisions	29
Senior External Examination	36
Distribution of standards	36
Assessment decisions	36

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 205.

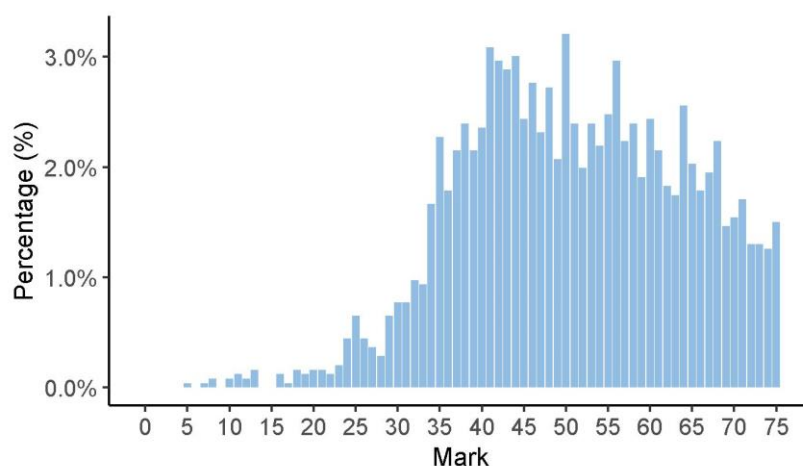
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	2748	2642	2439

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	2447	301
Unit 2	2369	273

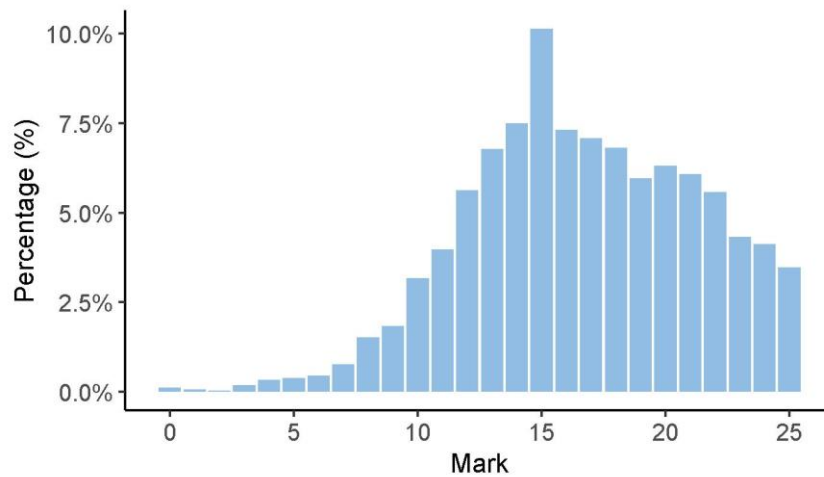
Units 3 and 4 internal assessment (IA) results

Total marks for IA

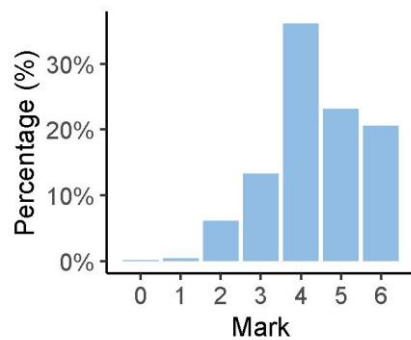


IA1 marks

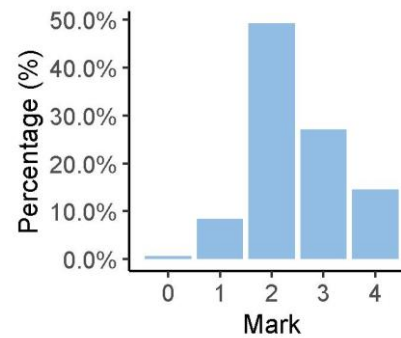
IA1 total



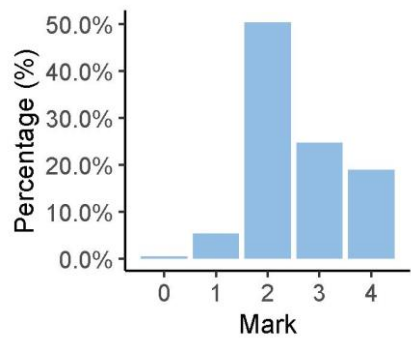
IA1 Criterion: Comprehending



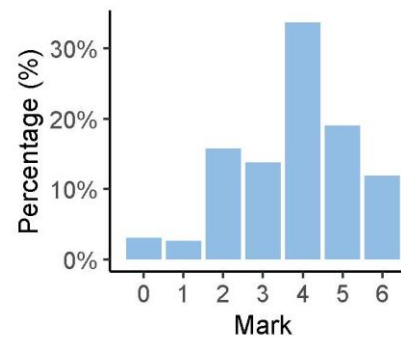
IA1 Criterion: Analysing



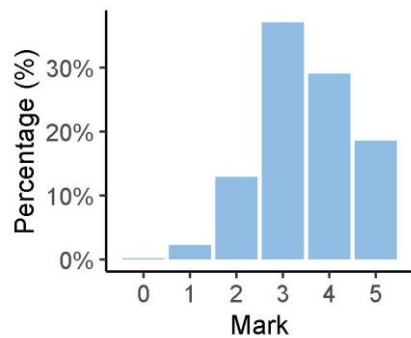
IA1 Criterion: Synthesising



IA1 Criterion: Evaluating

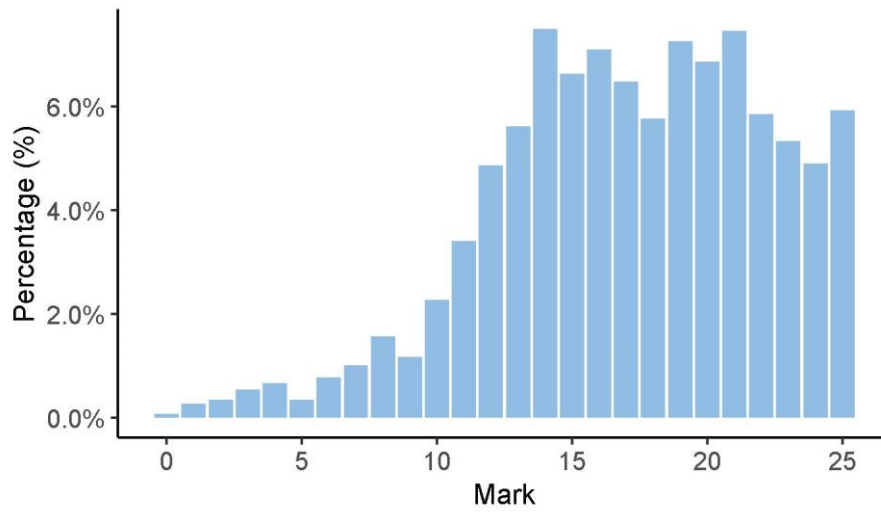


IA1 Criterion: Creating and communicating

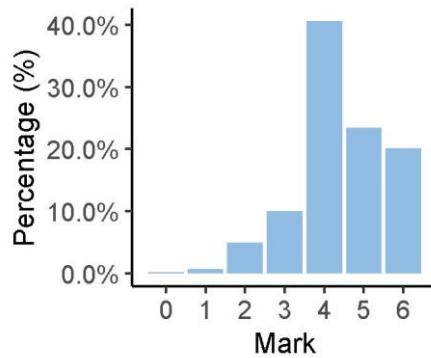


IA2 marks

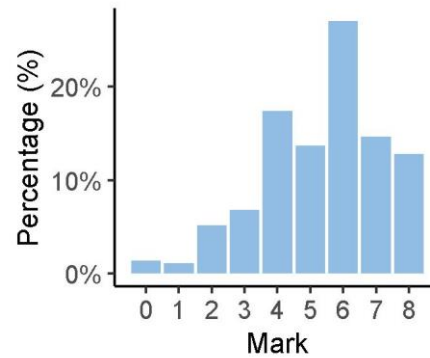
IA2 total



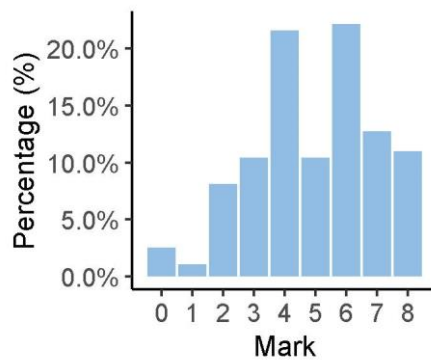
IA2 Criterion: Devising and conducting



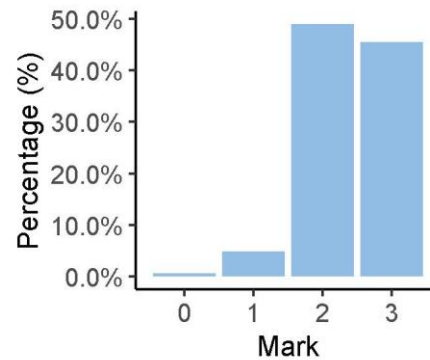
IA2 Criterion: Analysing



IA2 Criterion: Evaluating

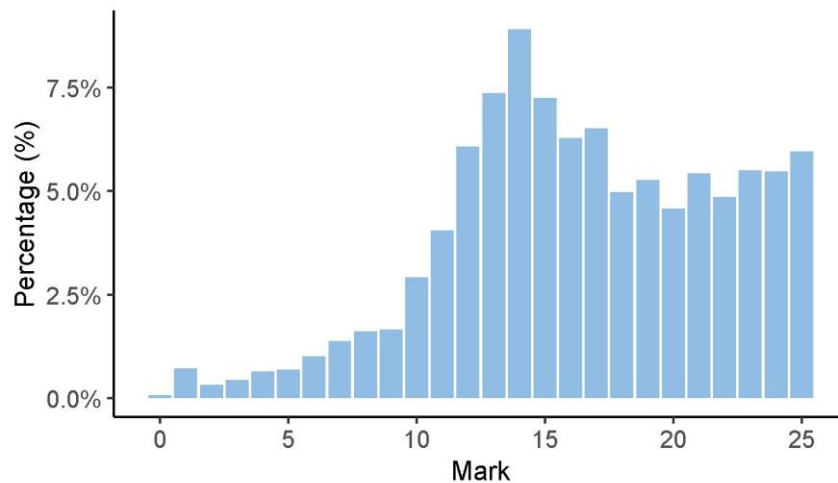


IA2 Criterion: Creating and communicating

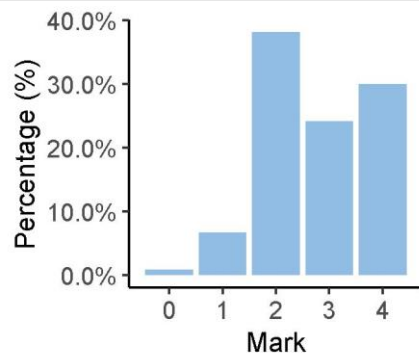


IA3 marks

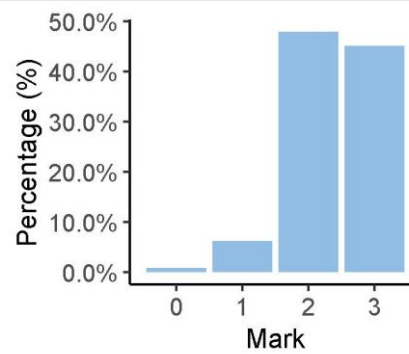
IA3 total



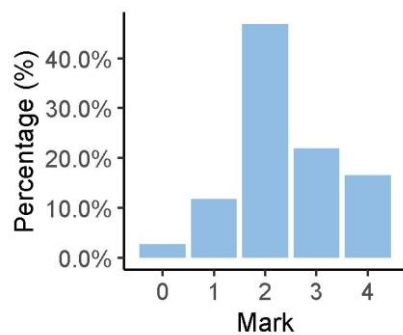
IA3 Criterion: Comprehending



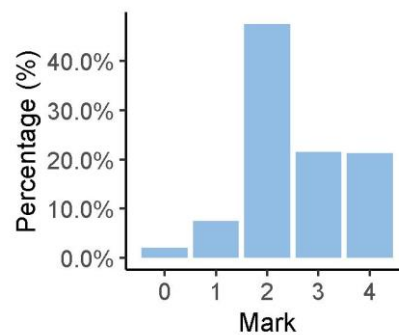
IA3 Criterion: Devising and conducting



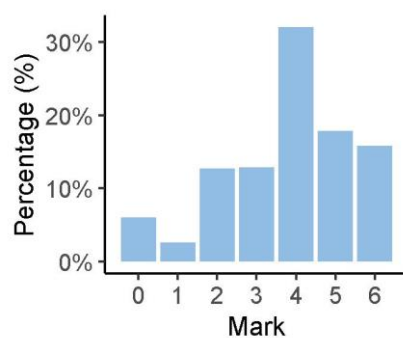
IA3 Criterion: Analysing



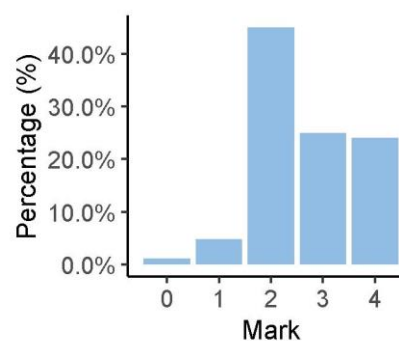
IA3 Criterion: Synthesising



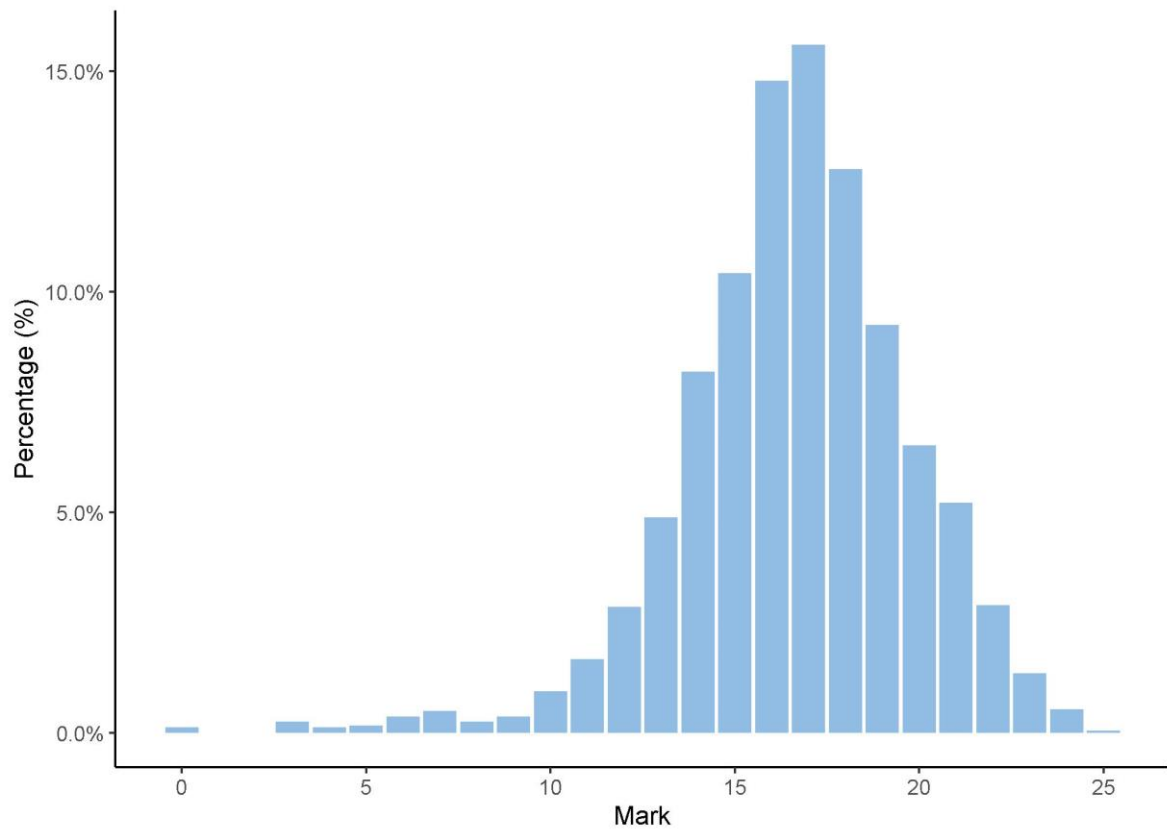
IA3 Criterion: Evaluating



IA3 Criterion: Creating and communicating

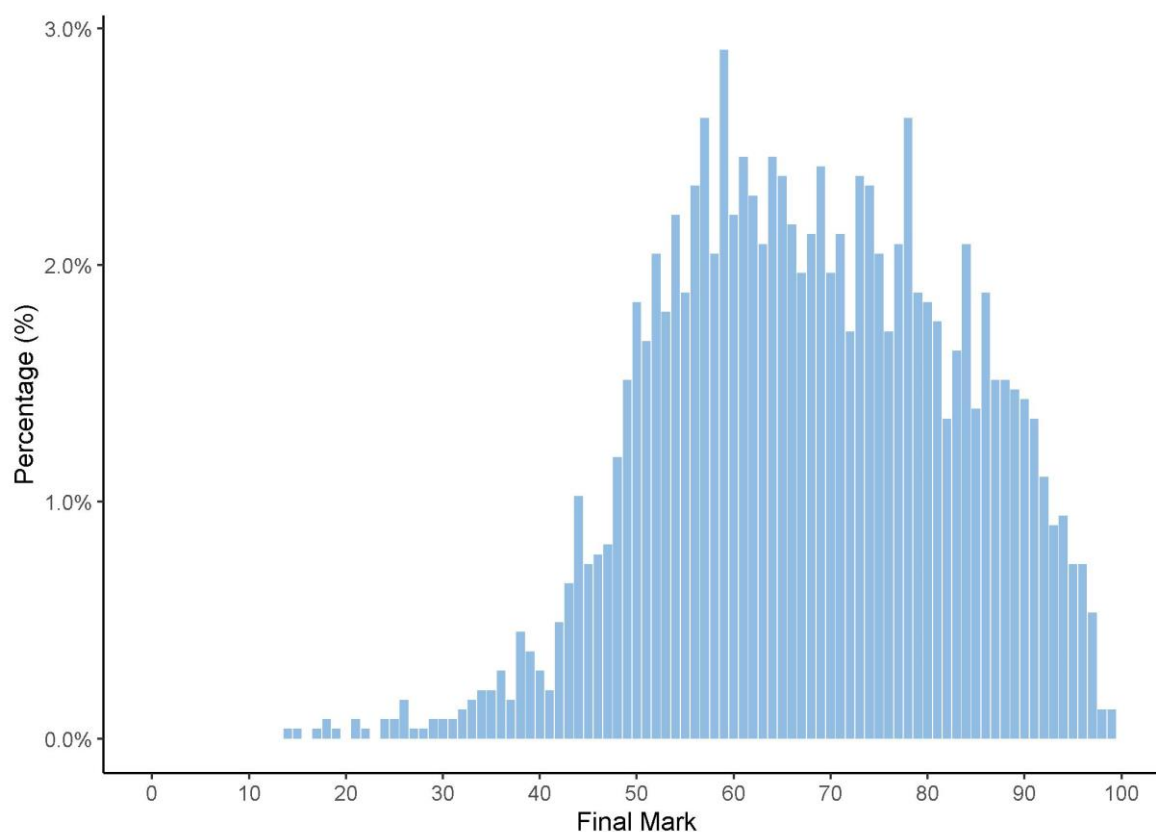


External assessment (EA) marks



Final subject results

Final marks for IA and EA



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	100–81	80–63	62–43	42–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	553	934	855	95	2



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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	207	207	207
Percentage endorsed in Application 1	52%	43%	92%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	203	1113	263	72.91%
2	203	1106	203	70.44%
3	203	1103	123	80.3%



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).

For the General subject, the topic selected by the school for the IA1 comes from Unit 3 (Syllabus section 4.13.1).

For the Alternative Sequence, the topic for the AS U1 IA1 in 2021 was AS unit 1 Topic 1 (AS section 2.10.1).

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 priority	Number of times priority was identified in decisions*
Alignment	96
Authentication	0
Authenticity	10
Item construction	9
Scope and scale	11

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided task instructions that aligned with the syllabus specifications, e.g. including the requirement that ‘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’
- used open-ended questions or commands that allowed students to develop their own hypothesis, e.g. ‘to what extent ...’, ‘to what degree ...’ or ‘assess the ...’. Other question

constructs (e.g. 'how ...') could also be endorsed, provided the sources included different perspectives and the unseen question and sources gave students the opportunity to develop a sophisticated historical argument

- presented a range of sources that included different perspectives to enable students to generate their own historical arguments, e.g. if a question assesses the extent to which a particular factor contributed to the outbreak of the Peloponnesian War, a range of sources with different perspectives on the issue, including Athenian and non-Athenian sources, could be provided in the stimulus
- provided seen and not seen sources that were succinct enough for students to engage with in the planning time. While it is most pertinent to consider the length of the 3–5 not seen sources, the stimulus in its entirety needs to be able to be engaged with in relation to the unseen question during planning time.

Practices to strengthen

It is recommended that assessment instruments:

- ask a question and provide stimulus that does not lead to a predetermined response, thus allowing a hypothesis to be student generated, e.g. if assessing the historicity of the Trojan War, a range of sources should be provided to enable students to develop their own historical argument in response to the question rather than the sources all leading students to the same hypothesis
- ensure that the unseen question reflects the key issues raised in the depth study of the topic selected, e.g. for the topic Early Imperial Rome, a question could focus on one, or part of one, of the following: the nature of governance and political developments, significant events and key individuals, social structure, cultural life and practices and religious beliefs and practices
- present a range of sources to align with the syllabus specifications that provide for a sustained analysis, synthesis, and evaluation within responses in order to demonstrate the Analysing, Evaluating and Synthesising criteria
- ensure there are 6–7 sources seen and 3–5 sources not seen, to reflect the syllabus specifications
- provide context statements for all sources and include information that students may use to evaluate sources and make their own judgments about reliability and usefulness, e.g. author, time of production and any general details about the circumstances in which a source was produced
- ensure context statements do not provide an analysis of the stimulus material. This would limit opportunities for students to analyse the explicit and implicit meanings in sources
- ensure multiple sources are not grouped together as one source, e.g.
 - the Linear A tablet would be a separate source to the Linear B tablet
 - an archaeologist's interpretation of an artefact would be a separate source to a photograph of the artefact itself
 - a modern scholar's interpretation of a Greek play would be a separate source to a translated excerpt of the play
- present a question of suitable scope and scale for the conditions of the technique. The selection of appropriate stimulus also helps to manage the scope and scale of a task.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	4
Language	14
Layout	16
Transparency	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- kept the task context brief and relevant to the question, e.g. in a question about the historicity of the Trojan War, context about Homer's *Iliad* might be relevant, whereas an anecdote about Heinrich Schliemann's excavations of the site he believed was Troy may be an unnecessary distractor for the task context
- provided clearly labelled sources with context statements and reference details.

Practices to strengthen

It is recommended that assessment instruments:

- include stimulus that is consecutively numbered/lettered to prevent repetition or omissions
- provide consistent formatting of sources to eliminate distractors and enhance accessibility, e.g. consistent font and size, headings, reference details
- do not include a statement of authenticity, as this provides an unnecessary distractor in an examination.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Comprehending	89.66%	5.42%	4.93%	0%
2	Analysing	84.24%	10.34%	4.93%	0.49%
3	Synthesising	86.21%	7.88%	5.42%	0.49%
4	Evaluating	80.79%	11.82%	6.4%	0.99%
5	Creating and communicating	92.12%	3.45%	3.94%	0.49%

Effective practices

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

- responses matched to the upper performance level for the Comprehending criterion demonstrated
 - thorough and mostly accurate use of terms placed in historical contexts, e.g. ‘epic poet’ and ‘bardic tradition’ are terms that may be used when considering evidence from Homer in response to an unseen question on the Trojan War. Additional explanation of terms, beyond what is necessary to develop the argument, is not required
 - detailed explanation of issues in relation to the unseen question, e.g. for a question on the Trojan War, the issue of the historicity of the war or the lack of primary sources available may be explained
 - an informed understanding of the relationship between concepts and a variety of ideas developed in response to the unseen question, e.g. a response to a question about the Trojan War may demonstrate an understanding of the concept of myth and how it may have shaped understandings of the Trojan War
- for the Synthesising criterion, three discrete decisions were made about
 - the combination of information used to justify *decisions* (plural). At the upper performance level, responses should demonstrate an understanding of the relationships between the evidence and the developing argument to make insightful decisions within the paragraphs of the response
 - the combination of information from the stimulus supplied to support a *historical argument* (singular). A historical argument is defined in the syllabus glossary as ‘the approach taken to prove a hypothesis’; therefore, the argument should be sustained throughout the whole response. At the upper performance level, historical arguments demonstrate intellectual complexity picking up on the nuances of the evidence available in the stimulus provided
 - the range of sources from which evidence is synthesised. At the upper performance level, evidence from a range of sources is combined. A range of sources refers to a quantity of sources that may be distinct in character, e.g. primary and secondary, ancient and modern, visual and written or any combination of these

- for the Creating and communicating criterion, responses at the upper performance level
 - were succinct (brief and clear), with ideas related to the unseen question and the hypothesis conveyed logically
 - consistently demonstrated the features of an essay in response to historical sources. As specified in the syllabus, the essay must include an introduction setting the context, a hypothesis and outline of the argument, body paragraphs with topic sentences, and a conclusion that draws together the main ideas and arguments
 - applied ethical scholarship in the examination technique by acknowledging the sources used, either by citing the source number, the author/creator or source title.

Samples of effective practices

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

These student response excerpts have been included to:

- demonstrate evidence of the Comprehending criterion. Excerpts 1 and 2 exemplify thorough and mostly accurate use of terms placed into their historical contexts, including but not limited to *demos*, *misthos* and aristocratic
- demonstrate evidence of the Synthesising criterion. Excerpts 1 and 2 illustrate the combination of information from the stimulus supplied to justify insightful decisions to support the historical argument that Perikles's reforms further developed democracy and empowered the people. Excerpt 1 is the introduction of the essay in response to historical sources. It sets the context and includes a hypothesis and outline of the argument. Excerpt 2 is the second body paragraph. It begins with a topic sentence that signposts an insightful decision arguing that Perikles encouraged public participation through his reforms. Information from the stimulus is then combined to justify the decision that Perikles's reforms encouraged active participation in Athenian political life
- demonstrate evidence of the Creating and communicating criterion. Excerpts 1 and 2 demonstrate succinct expression, with ideas related to an unseen question and hypothesis on Perikles and democracy. Both excerpts exemplify consistent application of the features of an essay in response to historical sources and ethical scholarship.

**Comprehending
(5–6 marks)**

- thorough and mostly accurate use of terms placed into historical contexts
- detailed explanation of issues related to the unseen question

**Synthesising
(3–4 marks)**

- combination of information from the stimulus supplied to justify insightful decisions

**Creating and communicating
(4–5 marks)**

- succinct, with ideas related to the unseen question and hypothesis conveyed logically
- features of an essay in response to historical sources and ethical scholarship are consistently demonstrated

Excerpt 1

Kleisthenes reforms allowed for Athens to transform into a democratic state. Pericles, an Athenian statesman, is often attributed with continuing Kleisthenes' reforms and furthering democracy in Athens. However, it is often argued that Pericles dominated Athens politically and was an autocrat that held immense power over the Demos. Despite this, the reforms Pericles made allowed for the Demos to hold the *kritoi*, and empower democracy during the Age of Pericles. Through Athens developing more democratic characteristics, as a result of Pericles' reforms, the Demos were able to hold the government accountable, allowed for a active political participation of citizens and freedom of speech and rights.

Excerpt 2

During his reign of political influence within Athens, Pericles' reforms encouraged active participation in public political matters. Most notably, his *ostracism* reform allowed for greater political participation as it paid citizens "to take their full share in the work of government" (Source 12). This improved on Kleisthenes reforms as before Pericles, citizens needed the time and resources to get to the capital to participate, something that was unavailability to citizens in poverty. Aristotle corroborates source 12 as he states that "Pericles was the first to institute pay for service... (and) took away the privilege of the *Areopagus* (Source 5)". Despite criticising Pericles reforms as an attempt to secure the favour of the Demos, Aristotle's explicitly demonstrates that Pericles took power away from the aristocratic class and gave it to the people.

Practices to strengthen

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

- for the Analysing criterion, evidence across the response should
 - refer to features of evidence (plural) from a range of sources at the upper performance level and sources (plural) at the mid performance level
 - demonstrate discerning identification of features of evidence at the upper performance level. Not every feature of evidence needs to be identified for every source; rather, astute and thoughtful choices are made regarding the features of evidence to identify and examine given the sources available and the unseen question

- for the Evaluating criterion, evidence across the response should
 - focus on judgments, rather than statements at the upper and mid performance levels. A judgment will explain why a source may be reliable or useful, whereas a statement expresses an opinion only
 - include judgments about usefulness and/or reliability of evidence from a range of sources and/or sources that offer different perspectives at the upper performance level
 - include judgments for the Evaluating criterion that are clear and explicit, and not merely an examination or explanation of a feature of evidence, which relates to the Analysing criterion. It is not necessary to use the terms usefulness and reliability to make a clear judgment about the Evaluating criterion, e.g.
 - example judgment using terms useful and reliable: ‘Henry George Fischer has been able to develop these conclusions utilising the extensive resources available to him at the Metropolitan Museum of Art, making him both reliable and useful in examining the iconography of women in Old Kingdom tombs’
 - example judgment about reliability using alternative words: ‘As a result of being part of the Australian archaeological expeditions to Egypt and having investigated and researched many Old Kingdom tombs, Joyce Swinton’s observations are insightful, lending credence to the notion of subservience of women through their representation in offering scenes’.



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).

For the General subject, the topic selected by the school for the IA2 comes from Unit 3 (Syllabus section 4.13.2).

For the Alternative Sequence, the topic for the AS U1 IA2 in 2021 was selected by the school from AS unit 1 Topics 2–7 (AS section 2.10.2).

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 priority	Number of times priority was identified in decisions*
Alignment	109
Authentication	4
Authenticity	5
Item construction	20
Scope and scale	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included a concise task context that aligned to the topic selected, e.g. 'This term you have been studying Thebes — East and West, 18th Dynasty, with a particular focus on key individuals of the period'
- provided a task statement that allowed students to develop their own key inquiry question, e.g. 'Investigate an aspect of ...' or 'Investigate an issue or event ...'

- made sure any topic guidance was brief and remained open enough to enable students to develop their own key inquiry question and sub-questions, e.g. 'You may wish to investigate political developments, cultural life, religious life or another topic negotiated with your teacher for Philip and/or Alexander.' It is not a requirement to provide specific topic guidance/suggestions in the instrument.

Practices to strengthen

It is recommended that assessment instruments:

- include all syllabus specifications and features of an independent source investigation to ensure students are aware of all task requirements, e.g. include explicit instruction for students to devise their own key inquiry question and 3–5 sub-questions. This can use the wording from the syllabus or can be phrased to address the students directly, e.g. 'You must devise a key inquiry question and 3–5 sub-questions'
- direct students to practise ethical scholarship by using a recognised referencing system that includes a reference list
- select topics and encourage investigations that enable students to demonstrate the assessment objectives and the full range of performance levels in the ISMG, e.g. to meet the upper performance levels of the ISMG for the Devising, Analysing and Evaluating criteria, primary and secondary sources must be used
- ensure scaffolding aligns with the specifications of the task and the *QCE and QCIA policy and procedures handbook*. Any scaffolding must be directly related to the processes or presentation of the response and should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	3
Layout	3
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided repeating task instructions or including unnecessary scaffolding that distracted from the task requirements.

Practices to strengthen

There were no significant issues identified for improvement.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Devising and conducting	85.22%	9.36%	4.43%	0.99%
2	Analysing	75.86%	20.69%	2.46%	0.99%
3	Evaluating	82.27%	15.76%	0.99%	0.99%
4	Creating and communicating	97.04%	0.99%	1.97%	0%

Effective practices

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

- responses matched to the upper performance level for the Devising and conducting criterion demonstrated
 - the discerning use of historical questions by creating a key inquiry question and relevant sub-questions. A nuanced key inquiry question is finely differentiated and contains specificity to focus the investigation
 - detailed use of historical research, including primary and secondary sources that demonstrate application of the key inquiry question. *Primary sources* are ‘objects and documents created or written during the time being investigated, for example during an event or very soon after’ (see syllabus glossary). For topics with few available primary sources, students often selected a single archaeological source that was produced during the time being investigated to include in their investigation. This was not always analysed and evaluated in as much detail as other written sources but was nonetheless an important piece of evidence for understanding the topic under investigation
 - selection of evidence that offered different perspectives, e.g. from two or more groups, people or institutions that provide dissimilar points of view
- for the Analysing criterion, responses at the upper performance level demonstrated
 - discerning identification and detailed examination of features of evidence from both primary and secondary sources. Not all features for each source were identified; rather, thoughtful and astute choices were made, showing evidence that primary and secondary sources had been selected for value or relevance.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to show examples of how primary and secondary sources can be used to demonstrate application of the key inquiry question. The rationale in Excerpt 1 identifies primary and secondary sources that were analysed for this investigation about the extent to which Pompeian theatre reflected social status in Pompeii as a Roman colony. Note the choice of sources is one possible element that may be included in a rationale
- to illustrate examination of the features of evidence of graffiti in Pompeii. The graffiti in Excerpt 2 is an example of a primary source that was examined within the source analysis, as it was created during the time under investigation. Note that judgments for the Analysing criterion are made across the response. Not all sources will be examined in the same level of detail as this is dependent on what can be reasonably drawn from each source
- to show an informed explanation about how evidence from a source contributes to the development of the key inquiry question about theatre and social structure in Pompeii. Excerpt 2, the source analysis, and Excerpt 3, the opening paragraph of the critical summary, contain analysis that is closely linked to the key inquiry question, demonstrating an understanding of the evidence in the context of the investigation.

Devising and conducting (5-6 marks)

- detailed use of historical research by using evidence from primary and secondary sources that demonstrate the application of the key inquiry question

Analysing (7-8 marks)

- 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 sources contributes to the development of the key inquiry question

Excerpt 1

Pompeii's destruction creates both opportunities and challenges for the sources associated with its study. The layers of ash that settled following the eruption of Vesuvius protected the city from the elements, which allowed archaeological evidence to be preserved for thousands of years. However, modern historians are left with very few written sources; Pliny the Younger is one of the only eyewitnesses, with most others dying during the event. Primary sources identified for analysis include formal and informal inscriptions relating to theatre construction and fan-made graffiti, and terracotta statues of Pompeian actors. Secondary sources include an academic article on Roman actors and a reconstruction of Pompeii's Odeum. Pompeian theatre greatly reflects the uniqueness of Pompeii's culture, highlighting the more flexible nature of the class system in comparison to the rest of Rome.

Excerpt 2	
Reference details (APA Style): Authors Unknown. Translations from: Bradley, P. (2013) <i>Cities of Vesuvius: Pompeii and Herculaneum</i> . Retrieved March 5, 2021.	
Source No: 3 Primary from a secondary	
Authentication of evidence from sources	Interrogation of evidence from sources (source analysis and evaluation)
<p>Graffiti written by fans about local and visiting actors. The theatrical troupe of Actius Anicetus was very popular, as was the actor, Paris.</p> <p>Actius Anicetus, greetings. Horus, greetings. (CIL IV 3891)</p> <p>Actius, master of stage performers. (CIL IV 5399)</p> <p>Paris, pearl of the stage. (CIL IV 3867)</p>	<p>Informal inscriptions about a particular acting troupe operating in Pompeii. Although the identities of the creators are unknown, the graffiti was likely done by Pompeian citizens referencing their favourite actors. The creators' only clear motive was to publish their opinion, so the audience would've been the general public. The purpose may have been persuasive or for entertainment.</p> <p>The graffiti shows that actors would amass fans, some of which would promote their skills publicly or try to reach them ('Actius Anicetus, greetings'). Implicitly, the source provides further insight into how actors were regarded in Pompeian society. Source 2 shows they were honoured by the Pompeian authorities – this source shows that everyday people liked to celebrate their favourite actors as well. Together, this shows that actors in Pompeii were likely afforded a better social standing than in the rest of Rome.</p> <p>The source is useful for sub-question 3, relating to the status of actors in the Pompeian class system from the perspective of everyday Pompeians. Because the opinion of the masses is the point of analysing the source, the obvious positive bias does not detract from its reliability. The positive view of actors presented in this source is corroborated by sources 2 and 4, furthering suggesting its reliability.</p> <p>However, the lack of information about the identities of the creators challenges the authenticity; the personal motives of the individuals is unknown, which could detract from the validity.</p>
Excerpt 3	
<p>Pompeian actors occupied a position in society different from those in wider Rome; they were respected more by the government, as seen in the bust of Gaius Norbanus Sorex (Naples National Archaeology Museum, 2015). As in Rome, they were greatly liked by the public, shown by the praise for popular actors graffitied on the walls of Pompeii (trans. Bradley, 2013). Women occupied a higher social status in Pompeii than elsewhere, as the statues of female actors found in Pompeii indicate they could participate as well as spectate (Ward-Perkins et al, 1980). However, the seating in the Large Theatre shows that men were still prioritised over women, as women were required to sit up the back (Mau, 1902). The seating arrangement of the Large Theatre shows upper class men were automatically given priority, followed by men of average class and finally women and lower-class men. This shows the Pompeian class system was similar to that of the rest of Rome, despite being less rigid. Finally, the inscription crediting the restoration of the Large Theatre to Marcus Holconius Rufus shows that theatre was well-liked enough to be used as a promotional technique by politicians (trans. Bradley, 2013). In turn, this shows politics in Pompeii wasn't purely in the hands of the powerful, but also relied on public approval.</p>	

Practices to strengthen

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

- the use of both primary and secondary sources is emphasised to enable students to meet the upper performance levels for the Devising and conducting, Analysing and Evaluating criteria. Examples of primary sources for students studying Alexander the Great may include (but are not limited to) coinage, the sarcophagus of Sidon and the Barque shrine in Luxor Temple
- ancient sources that are not 'objects and documents created or written during the time being investigated, for example during an event or very soon after' are not considered *primary sources* (see syllabus glossary). Note that the scope of the investigation is a key factor in determining whether a source is a primary source for a particular investigation
- a balance of primary and secondary sources is not required, and sources to be analysed and evaluated should be selected for their relative merit
- for the Evaluating criterion
 - judgments should be distinguished from statements. Judgments explain why a decision about reliability or usefulness was made
 - judgments about the usefulness and reliability of evidence refer to different perspectives at the upper performance level. Different perspectives may include contrasting points of view from different authors of a similar time period or may differ due to the time and context in which the source was produced, with reasoning explained within the response, e.g.

'Alexander the Great has been portrayed very differently by Roman writers and 21st century historians based on new understandings and changing interpretations of what makes an individual worthy of the title 'Great'

- judgments are corroborated. Corroboration will often refer to how and/or why the evidence from two or more sources supports each other to strengthen and/or support an assertion
- decisions about the quality of analysis and evaluation (including corroboration) are based on the 4–6 sources selected. This technique does not reward analysis or evaluation that extends beyond these 4–6 sources.



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).

For the General subject, the topic selected by the school for the IA3 comes from Unit 4 (Syllabus section 5.15.1).

For the Alternative Sequence, the topic for the AS U2 IA3 in 2021 was selected by the school from AS unit 2 (AS section 3.16.1).

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 priority	Number of times priority was identified in decisions*
Alignment	11
Authentication	3
Authenticity	2
Item construction	2
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided a task context that demonstrated alignment with the focus of the unit and the selected topic, e.g. 'You have been studying the Civil War and the breakdown of the Republic, with a particular focus on the way in which power was exercised'
- included all IA3 syllabus specifications in instructions to students.

Practices to strengthen

It is recommended that assessment instruments:

- ensure the task provides instructions for a student-generated key inquiry question and student-generated hypothesis, both to align with syllabus specifications and to enable students to meet the upper performance-level descriptors in the ISMG for the Devising and conducting, Synthesising and Creating and communicating criteria
- ensure checkpoint descriptions are relevant to the IA3 technique specifications
- avoid including detailed research guidance — which relates to teaching and learning — in the task instructions. Records of research are not assessed in this technique.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	6
Layout	0
Transparency	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 207.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear task instructions and checkpoints relevant to the IA3.

Practices to strengthen

It is recommended that assessment instruments:

- avoid repeating task instructions in the scaffolding section of the task.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Comprehending	95.57%	2.46%	1.97%	0%
2	Devising and conducting	90.15%	6.9%	2.96%	0%
3	Analysing	85.22%	9.85%	3.45%	1.48%
4	Synthesising	89.16%	6.9%	2.96%	0.99%
5	Evaluating	88.18%	8.37%	3.45%	0%
6	Creating and communicating	91.63%	4.43%	2.96%	0.99%

Effective practices

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

- responses matched to the upper performance level for the Devising and conducting criterion demonstrated
 - discerning use of historical questions by creating a nuanced key inquiry question. A nuanced key inquiry question should provide some specificity to narrow the investigation
 - the use of evidence from primary and secondary sources that demonstrate application of the key inquiry question
- for the Analysing criterion, responses at the upper performance level demonstrated
 - discerning identification and detailed examination of features of evidence from primary and secondary sources. Features of evidence have been carefully selected for value or relevance and the analysis contains attention to the fine points
- for the Creating and communicating criterion, responses at the upper performance level demonstrated
 - consistent use of the features of a historical essay based on research and ethical scholarship across the response
 - minimal errors in spelling, grammar and punctuation. Note that responses matched to the upper performance level do not need to be flawless.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to provide an example of a nuanced key inquiry question (Devising and conducting criterion), focusing on the portrayal of Crassus as a member of the First Triumvirate and his social, political and military power. The key inquiry question is focused, enabling the student to develop a sophisticated historical argument within the 1500–2000 words specified in the conditions for the IA3
- to show how evidence from primary and secondary sources has been used to demonstrate application of the key inquiry question and hypothesis with references to Cicero, a primary source writing during the First Triumvirate; Plutarch, an ancient secondary source writing close to a century after the First Triumvirate; and Theodor Mommsen, a modern secondary source produced in 1854
- to highlight the selection of evidence from primary and secondary sources that offer different perspectives. Excerpt 1 is from the introduction and Excerpt 2 is from later in the essay.

Devising and conducting (3 marks)

- discerning use of historical questions by creating a nuanced key inquiry question
- detailed use of historical research by using evidence from primary and secondary sources that demonstrate the application of the key inquiry question and hypothesis
- selection of evidence from primary and secondary sources that offer different perspectives

Excerpt 1

Key inquiry question:

To what extent is the traditional historical discourse's depiction of Marcus Licinius Crassus as the least influential member of the First Triumvirate in the final decades of the Roman Republic an accurate representation of his social, political and military power?

Marcus Licinius Crassus (cos. 70, 55) was a Roman businessman, general and politician who was one of the leading statesmen in the final decades of the Roman Republic alongside Gaius Julius Caesar and Gnaeus Pompeius Magnus in the First Triumvirate. However, Crassus' reputation has often suffered due to the legacies of Pompey and Caesar dominating the historical discourse. Theodor Mommsen, in his *History of Rome* (1854), referred to Crassus as "for years being reckoned among the heads of the three-headed monster without any proper title to be so included. He served as the makeweight to trim the balance between the real regents Pompeius and Caesar". This portrayal of Crassus, consistent amongst other traditional historians, fails to accurately represent the true power and influence he held. Crassus' businesses, oratory abilities and ambitious nature afforded him a large level of influence in Roman society, his military prowess as a general under Sulla and later as praetor against Spartacus was responsible for altering the course of the Roman Republic, and his ability to dilute the power of Caesar and Pompey enabled him to initially hold the largest level of influence in the alliance.

Excerpt 2

Cicero is a primary source who was distasteful towards Crassus and the First Triumvirate as he viewed its power as a threat to his beloved Roman Republic. Thus, his praise of Crassus, despite his worldview, as well as his corroboration with Plutarch's statement, proves this extract to be reliable and significant in summarising how Crassus' personal influence and powerful oration, fuelled by his desire for power and accumulation of wealth, saw him become one of the leaders in Roman society prior to the First Triumvirate.

These student response excerpts have been included:

- to provide examples of the discerning use and detailed examination of features of evidence from a primary source (Analysing criterion) whereby thoughtful and astute choices have been made to explain particular features of evidence. Excerpt 1 includes analysis of implicit and explicit meanings, as well as other features of evidence, including origin, motive and perspective. Discerning use and detailed examination of features of evidence are also seen in Excerpt 2. Note that evaluating is interwoven with the analysis in this excerpt. When matching evidence to the ISMG, discrete judgments are made about the Analysing and Evaluating criteria
- to provide an example of an informed explanation of how evidence from primary and secondary sources contributes to the development of the key inquiry question and hypothesis. Excerpt 2 demonstrates an informed explanation about how evidence from Suetonius contributes to the development of the key inquiry question and hypothesis about the way in which Caesar became dictator of Rome.

Analysing (3–4 marks)

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

Excerpt 1

The Battle of Salamis was significant to the outcome of the Persian Wars because it unified the Greek city-states, causing the strengthening of their forces to secure Greek victory. Before this battle, Greece had been fighting with divided forces – partially because of the lack of cooperation between Greece's two major cities: Athens and Sparta. The fusion of both cities' military resources and the appointment of the Spartan general Eurybiades over all of Greece's forces were in response to the threat of the Battle of Salamis. These choices enhanced the military capabilities of Greece significantly. Evidence of this unity can be found in the ancient play *The Persians*, by Aeschylus. He writes that "All the armament followed them forth; and meanwhile there was heard a mighty shout: 'Come, O ye sons of Greeks, make free your country, make your children free, your wives, and fanes of your ancestral gods, and your sires' tombs,'" (Aeschylus, 472 BCE). This excerpt details Aeschylus' retelling of his experience in the Greek forces after the Battle of Salamis. Aeschylus was an Athenian playwright who lived from approximately 525 to 456 BCE and fought in the Battles of Marathon and Salamis (Sourvinou-Inwood, 2003). Aeschylus is a contestably reliable source because while he is one of the few surviving primary accounts of the battle, his bias towards Greece as an Athenian and the possibility of creative liberty being taken for his adaptation of the tale bring this into question. There are also minimal primary sources to corroborate the reliability of his account. However, he is an extremely useful source because of the rarity of primary sources about the Persian Wars and because of his first-hand experience in multiple of the battles. This quote from *The Persians* exhibits the unity of the Greek city-states even post-battle. A soldier shouts in celebration to those around him. Notably, he addresses his comrades as 'sons of Greeks'. Before the Battle of Salamis, the divisions in Greek forces were extremely pronounced. Every soldier saw themselves as fighting not for Greece but for their own cities and separate cultures. However, this quote proves that it was the Battle of Salamis that changed the attitude of the Greek forces to one of unity. Following the battle, they were all sons of Greece, no longer just of their individual cities.

Excerpt 2

5). Suetonius' writings imply that the people were important to Caesar gaining his first office of power and shows that the Roman citizens supported Caesar since the start of his campaign to dictatorship. This also shows the ideals between the *populares* and *optimates* (populists and aristocrats) and that Caesar was a part of the *populares* who were known for their popularity with the Roman people and therefore commanded a great deal of people power, and in Caesar's case this was prominent in politics. As well as this, Suetonius comments that members of the senate "feared that even if they should refuse, the people would give Caesar" what he wanted (Suetonius, *The Life of Julius Caesar*, 22). This demonstrates that the people were so supportive of Caesar that the senate was scared to oppose him in fear of what the citizens would do. This also implies that the senate, who were opposed by Caesar, did not want to be undermined by the people or shown to have lost control to someone who was a *populares*.

These student response excerpts have been included:

- to demonstrate discerning judgments about usefulness and reliability, with clear judgments made about the usefulness and reliability of Beard in Excerpt 1 and an example of corroboration in Excerpt 2.

<p>Evaluating (5–6 marks)</p> <ul style="list-style-type: none"> 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 	<p>Excerpt 1</p> <p>but rather supported. This source is useful because Beard has a self-identified fondness of ordinary, everyday Romans, who she believed made the republic the powerhouse that it was. Her thorough, high profile academic research and extensive writings on Ancient Rome give a strong foundation for her claims on Caesar and makes her a very reliable source.</p> <p>Excerpt 2</p> <p>armies and defending the Republic against its enemies (Goldsworthy, 2008). Adrian Goldsworthy's credible writings can be seen here as this idea can be corroborated with Mary Beard who comments that Caesar commandeered Roman resources for his own prestige (Beard, 2018). This commandeering can be extrapolated from Goldsworthy's writing as Caesar is using the army he was given to win the votes of the plebeians, who in times of war were transformed into soldiers.</p>
--	---

Practices to strengthen

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

- it is noted that use of primary and secondary sources is required at the upper performance level for the Devising and conducting, Analysing, Synthesising and Evaluating criteria. There is no requirement for a balance of primary and secondary sources and for some investigations, use of a single primary source with a range of secondary sources may be sufficient
- for the Synthesising criterion, judgments about the quality of the decisions to support the historical argument are made across the response. Information should be combined to justify decisions throughout the body of the essay to support the development of the overall historical argument.



External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — short responses to historical sources (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of four questions (55 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of People, power and authority, with a focus on Augustus.

The assessment required students to respond to four short response items requiring paragraph responses using evidence from historical sources provided in the stimulus book.

The stimulus included excerpts from a range of ancient and modern sources. Context statements were supplied for each source.

The AS assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the AS. The AS examination consisted of one paper:

- Paper 1, Section 1 consisted of four questions (55 marks).

The AS examination assessed subject matter from AS unit 2. Questions were derived from the context of Powerful personalities in their times, with a focus on Perikles.

The AS assessment required students to respond to four short response items requiring paragraph responses using evidence from historical sources provided in the stimulus book.

The AS stimulus included excerpts from a range of ancient and modern sources. Context statements were supplied for each source.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- questions that required comprehension and use of terms, concepts and issues
- questions that required students to make a judgment about the usefulness of evidence from sources to assess the validity of a statement. Students identified well-chosen evidence from sources to explain clear judgments about usefulness of evidence
- questions that required the development of a historical argument and synthesis of evidence from four historical sources.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Short response

Criteria: Analysing and Comprehending

Alternative sequence: Question 2

This question from the Alternative sequence required students to analyse evidence from Aristotle and Azoulay to differentiate between the two authors' views about the purpose and effects of Perikles's use of the *misthos*. Students were also assessed on their comprehension of the concept of *misthos*.

Effective student responses:

- identified a valid difference in the way the sources explain the purpose and effect of the *misthos*
- explained the differences using well-chosen evidence from both sources
- demonstrated an informed understanding of the concept of *misthos*
- aptly used relevant terms from the sources placed in historical context.

This student response excerpt has been included:

- to demonstrate one way a response could be organised. Some responses compared the purpose of the *misthos* in each of the sources, before comparing effects. Other responses addressed the purpose and effects in one source before the other, as seen in Excerpt 1 where the student explains the purpose and effect of the *misthos* from Aristotle before signposting that they will explain the purpose and effect of the *misthos* in Azoulay
- to show an informed understanding of the concept of *misthos* and apt use of relevant terms from the source (including 'political rival', 'juries') placed in historical context.

Analysing;
Comprehending

Mithos was a cash payment that was introduced to citizens who participated in the practice of law in Athens. Source 1, Aristotle; is of the opinion that the purpose of Pericles introducing Mithos was to "gain favour" with the Athenians. He explains that this payment was a "bid for popular favour" against Cimon, who was his political rival. He also ~~uses~~ views mithos as having a negative effect on the juries as the payment caused a "deterioration in the character of the juries" because the poorer citizens wanted the money. ^(Aristotle, 384-322 BCE) He believes that the payment affected the overall integrity of the juries because people had the mithos ~~seen~~ as an incentive.

This view is different to that of Source 4, Azoalay.

Criterion: Evaluating

Paper 1

Question 3

This question required students to evaluate the reliability and usefulness of Horace's *Carmen Saeculare*, Pliny's *Natural History* and a coin from 17 BCE commemorating the Saecular Games for assessing the validity of the statement: 'Augustus used religion to legitimise his power.' The question asked students to explain one judgment of reliability and one judgment of usefulness for each source. The students were assessed on the quality of their judgment and were required to use the evidence from the sources provided in their response. The Comprehending and Creating and communicating criteria were also assessed.

Effective student responses:

- explained a discerning judgment about reliability and usefulness, for each of the sources, using well-chosen evidence from the sources
- explained how evidence from two of the sources corroborated
- demonstrated an informed understanding of the relationship between concepts of religion and power in the context of the question and sources
- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

These student response excerpts have been included:

- to show a discerning judgment about usefulness for Horace's *Carmen Saeculare*. For a judgment about usefulness to be discerning, it must clearly explain how the evidence from the source is useful for assessing the validity of the statement in question. In Excerpt 1, a judgment is made that the source is highly useful, with specific reasoning provided. This is what makes it a judgment, rather than simply a statement. The student has used well-chosen evidence, which has been linked to the statement. In this way, they have made a discerning judgment about usefulness
- to show how evidence from two sources can be corroborated. Excerpt 2 explains how the evidence in both sources strengthens the judgment about reliability, specifically referencing the comet as an auspicious omen.

Evaluating	<p>Excerpt 1</p> <p style="text-align: right;"><i>Source 4 shows how</i></p> <p><i>Augustus used the Secular Games as an opportunity to glorify both himself and Rome. Source 4 is highly useful because it directly links Augustus's legislation and power to religion by stating "Goddess, return our offspring, bring to fruition the Senate decrees concerning the wedding". By praying for Augustus's decrees about marriage, the poem promotes the validity of Augustus's power.</i></p> <p>Excerpt 2</p> <p><i>Source 6 is highly reliable because it corroborates with both Source 4 and 5 in explaining how Augustus used religion to legitimise his power. Firstly, the obverse side of the coin shows Augustus with Caesar's comet, which corroborates with Pliny's account of Augustus interpreting the comet as an auspicious omen for himself.</i></p>
-------------------	--

Criteria: Synthesising

Question 4

This question required students to synthesise evidence from Goldsworthy, Suetonius, Cassius Dio and the *Res Gestae* to develop a historical argument in response to the question: 'To what extent was the Roman army a problem for Augustus?' For the Synthesising criterion, students were assessed on the quality of their historical argument and the way in which evidence was combined from the four sources to respond to the question. The Comprehending and Creating and communicating criteria were also assessed.

Effective student responses:

- presented a sophisticated historical argument that responded directly to the question
- skilfully combined relevant evidence from all four sources to develop the historical argument
- demonstrated an informed understanding of concept/s or issue/s related to the question
- aptly used relevant terms from the sources placed in historical context
- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

This student response excerpt has been included:

- to demonstrate a sophisticated historical argument that responds directly to the question. When developing their historical argument, the student has synthesised the evidence from all four sources to determine that the army was both an asset and a threat to Augustus's power. This has been clearly identified in the introductory sentence, through the synthesis of evidence, and in the concluding sentence that reinforces that because of this potential threat, it was essential for Augustus to maintain the army's loyalty. It is important to note that a historical argument that is sophisticated takes into account the particular evidence available in each of the sources and does not discount key ideas in one or more of the sources, e.g. if a student identified that the army was a problem for Augustus without recognising how it supported his rise to power, they would be omitting key evidence available and the argument could not be considered sophisticated
- to show how evidence can be skilfully combined from all four sources to develop a historical argument. In this excerpt, evidence has been carefully selected and combined to support the historical argument, with clear recognition of the way in which each source supports the argument specified. The evidence is paraphrased and quoted and the sources are acknowledged.

Synthesising

The Roman army was a great ~~asset~~^{asset} for Augustus throughout his reign, however, it also posed a large threat against his authority. Having control of the army allowed Augustus to expand the ~~Roman Empire~~^{Roman Empire} and ensure the continued loyalty of both the Roman citizens and the Senate. Source 7 states that Augustus's "position of dominance..." could only be ended by "...military force..." [therefore] making the legions both essential to him and a potential threat." (Source 7). ~~This~~^{Furthermore,} ~~rebellions~~^{rebellions} within the legions positioned many soldiers against Augustus and prompted Augustus to take action against the mutiny which threatened his control of ~~the~~^{Rome} (Source 7). This is ^{also} seen in Source 8, where it is written that those who "...demanded their discharge in an insolent fashion..." or were "...insubordinate..." were disbanded without rewards (Source 8).

This punishment for any behaviour displayed that was not loyalty ^{implies} ~~implies~~ that Augustus needed to completely control ~~the~~^{the} army as he was scared it would ~~pose a~~^{threaten} his power. To those who were not discharged, ~~and~~ and served the military faithfully for many years were given rewards (Source 9). Source 9 explicitly states that Augustus "...placed money in the treasury which he called the military treasury." (Source 9). These funds from the treasury Augustus made were given to the Roman military, ~~and~~ and suggests that Augustus needed to keep the army content and pleased in order to maintain their loyalty, and therefore secure his position, as the ~~army~~ military posed a threat to his authority. Source 10 corroborates with Source 9 in that it discusses the rewards given to Roman soldiers after their service. Source 10 states that Augustus "...assigned [them] lands, or gave money as a reward for military service." (Source 10). This can indicate that ~~the~~ Augustus feared the army's power against his position, as he ~~needed~~^{felt} the need to give soldiers ~~large~~ large rewards for their service in order to keep them loyal and content. Ultimately, it is clear that Augustus took extensive measures to quell mutinies and keep his soldiers happy for the sake of maintaining their loyalty, which suggests the army was a large problem for Augustus as its power, ~~that~~^{if ever against him,} ~~the~~ ~~potential~~ could have stripped him of his authority and position.

Practices to strengthen

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

- the cognitions used in questions, e.g. when students have been asked to synthesise evidence to create a historical argument in response to a question, their focus should be selecting and combining relevant information to develop a historical argument
- supporting students to develop strategies for the response to historical sources examination technique. Strategies could include using planning time to
 - determine the value of each question and/or response space provided to determine how detailed responses should be and how much time should be allocated, e.g. in the 2021 paper, Questions 3 and 4 were worth the most marks and had the most response space, so budgeting a significant portion of the examination time for these questions could have been a useful strategy
 - decide on the order in which questions might be completed, e.g. by mark value or by cognition
 - carefully read the question and stimulus to determine precisely what the question is asking and to locate the relevant evidence to use in the response. Note that this technique requires students to use the evidence from the sources provided to respond to all questions. While knowledge about the topic sharpens student engagement with the sources, no marks are awarded for recalling additional knowledge outside of the scope of the question and stimulus
 - responding directly to the specific question asked. There is no need to summarise what sources say by way of an introduction before starting to respond to the actual question
- supporting students to approach and organise responses so they address all aspects of the question, e.g. when comparing Cassius Dio and Tacitus in Question 2 of the 2021 General paper, the responses that identified the first similarity and then explained it using evidence from both sources before moving on to the second similarity, and then followed the same approach for the differences, tended to better address the requirements of the question
- encouraging students to make distinct judgments about reliability and usefulness that use well-chosen evidence from each of the sources (which could include using information from the title, excerpt, reference details or context statement). In 2021 some responses included a judgment that a source was reliable, but evidence was not well chosen as it tended to be evidence of usefulness rather than reliability.



Senior External Examination

The Ancient History Senior External Examination (SEE) is a standalone examination offered to eligible Year 12 students and adult learners. It contributes 100% to a student's final subject result.

The assessment was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the Ancient History Senior External Examination syllabus.

The SEE consisted of two assessments:

- SEE 1 contributed 50% of the marks
- SEE 2 contributed 50% of the marks.

Note: The SEE information should be read in conjunction with the rest of the subject report.

Number of students who completed the Ancient History Senior External Examination: 13.

Distribution of standards

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

Assessment decisions

Effective practices

Overall, students responded well to:

- short response questions where they were required to analyse explicit meanings and perspectives in SEE 1 Section 1
- the requirement to synthesise evidence to develop a historical argument in the essay in response to historical sources in SEE 1 Section 2
- the requirement to purposefully communicate ideas related to the questions in SEE 1 Sections 1 and 2 and SEE 2 Paper 1.

Practices to strengthen

It is recommended that when preparing students for the Senior External Examination, teachers consider:

- the skills required to prepare for the response to historical sources technique in SEE 1 Sections 1 and 2, e.g. understanding the requirements of the cognitions, time management, and using the evidence provided to respond to each of the questions
- supporting students to evaluate sources for reliability and usefulness within an essay in response to historical sources in SEE 1 Section 2
- ways in which evidence can be corroborated, e.g. to strengthen a judgment of reliability or usefulness
- using the 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.