

# Ancient History marking guide and response

External assessment 2024

## Short response (41 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

## Short response

### Criterion: Comprehending and Analysing

Q	The response:
1	<ul style="list-style-type: none"><li>• provides an explanation of how visual imagery conveys the extent of Augustus's power [1 mark]</li><li>• uses well-chosen evidence from the upper register in Source 1 to support the explanation [1 mark]</li><li>• uses well-chosen evidence from the lower register in Source 1 to support the explanation [1 mark]</li><li>• uses terms associated with the <i>Gemma Augustea</i> [1 mark]</li></ul>

### Criterion: Analysing and Comprehending

Q	The response:
2a)	<ul style="list-style-type: none"><li>• identifies the way Augustus is portrayed by Ovid [1 mark]</li><li>• provides an explanation of the way Augustus is portrayed by Ovid [1 mark]</li><li>• uses well-chosen evidence from Source 2 [1 mark]</li><li>• uses terms in historical context [1 mark]</li></ul>

### Criterion: Evaluating and Comprehending

Q	The response:
2b)	<ul style="list-style-type: none"><li>• makes a discerning judgment about the reliability of Ovid's description of Augustus's achievements [1 mark]</li><li>• explains judgment using well-chosen evidence from Source 2 [1 mark]</li><li>• identifies issues related to the nature of evidence [1 mark]</li></ul>

### Criterion: Analysing and Comprehending

Q	The response:	M
3	<ul style="list-style-type: none"> <li>explains Seneca's opinion of Augustus, using well-chosen evidence from Source 3</li> </ul>	3
	<ul style="list-style-type: none"> <li>explains Seneca's opinion of Augustus, using evidence from Source 3</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies Seneca's opinion of Augustus, with reference to evidence from Source 3</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
	<p><b>The response:</b></p> <ul style="list-style-type: none"> <li>uses terms in historical context <b>[1 mark]</b></li> <li>understands issues associated with Augustus's approach to leadership <b>[1 mark]</b></li> </ul>	

### Criterion: Evaluating

Q	The response:	M
3	<ul style="list-style-type: none"> <li>makes a discerning judgment about reliability and explains using well-chosen evidence from Source 3</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a judgment about reliability and explains using evidence from Source 3</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Creating and communicating

Q	The response:	M
3	<ul style="list-style-type: none"> <li>organises paragraph/s purposefully to convey ideas relating to the question, acknowledging sources used</li> </ul>	2
	<ul style="list-style-type: none"> <li>conveys ideas related to the question, acknowledging sources used</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Synthesising

Q	The response:	M	
4	<ul style="list-style-type: none"> <li>• presents a sophisticated historical argument about the purpose of Augustus's moral laws</li> </ul>	4	
	<ul style="list-style-type: none"> <li>• presents a reasoned historical argument about the purpose of Augustus's moral laws</li> </ul>	3	
	<ul style="list-style-type: none"> <li>• presents a basic historical argument about the purpose of Augustus's moral laws</li> </ul>	2	
	<ul style="list-style-type: none"> <li>• makes statements about the purpose of Augustus's moral laws</li> </ul>	1	
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0	
	<b>The response:</b>		
	<ul style="list-style-type: none"> <li>• skilfully combines relevant evidence from all four sources to develop the historical argument</li> </ul>	4	
	<ul style="list-style-type: none"> <li>• combines relevant evidence from all four sources to develop the historical argument</li> </ul>	3	
	<ul style="list-style-type: none"> <li>• combines evidence from three sources to develop the historical argument</li> </ul>	2	
	<ul style="list-style-type: none"> <li>• refers to relevant evidence from two sources</li> </ul>	1	
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0	

## Criterion: Comprehending

Q	The response:	M
4	<ul style="list-style-type: none"> <li>demonstrates appropriate use of terms and concepts in historical context</li> </ul>	2
	<ul style="list-style-type: none"> <li>demonstrates appropriate use of terms and/or concepts</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
	<b>The response:</b>	
	<ul style="list-style-type: none"> <li>demonstrates an informed understanding of issues associated with the purpose of Augustus's moral laws</li> </ul>	2
	<ul style="list-style-type: none"> <li>demonstrates an understanding of issues associated with the purpose of Augustus's moral laws</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Evaluating

Q	The response, for usefulness:	M	The response, for reliability:	M
4	<ul style="list-style-type: none"> <li>makes a judgment about the usefulness of the <i>Res Gestae</i> (Source 5) that supports the development of the historical argument</li> </ul>	3	<ul style="list-style-type: none"> <li>makes a judgment about the reliability of the <i>Res Gestae</i> (Source 5) that supports the development of the historical argument</li> </ul>	3
	<ul style="list-style-type: none"> <li>makes a judgment about the usefulness of the <i>Res Gestae</i> (Source 5) that relates to the argument</li> </ul>	2	<ul style="list-style-type: none"> <li>makes a judgment about the reliability of the <i>Res Gestae</i> (Source 5) that relates to the argument</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a statement about the usefulness of the <i>Res Gestae</i> (Source 5)</li> </ul>	1	<ul style="list-style-type: none"> <li>makes a statement about the reliability of the <i>Res Gestae</i> (Source 5)</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Creating and communicating

Q	The response:	M
4	<ul style="list-style-type: none"><li>organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the historical argument, acknowledging sources used</li></ul>	3
	<ul style="list-style-type: none"><li>organises paragraph/s to convey ideas relating to the historical argument, acknowledging sources used</li></ul>	2
	<ul style="list-style-type: none"><li>conveys ideas related to the question</li></ul>	1
	<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

## References

### Source 4

Eck, W 2007, *The Age of Augustus*, 2nd ed., Blackwell Publishing, Melbourne, pp. 101–104.

### Source 7

Goldsworthy, A 2015, *Augustus: From Revolutionary to Emperor*, Weidenfeld & Nicolson, London, pp. 324–325.



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