Ancient History marking guide and response

External assessment 2025

Short response (40 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.

Marking guide

Short response

Criterion: Comprehending

Q	The response:
1	• identifies two ways Caesar made use of family connections to advance his political career **[1 mark]** • explains the first way using relevant evidence from Source 1 **[1 mark]** • explains the second way using relevant evidence from Source 1 **[1 mark]**

Criterion: Analysing

Q	The response, for Source 2:	The response, for Source 3:
2	• explains the extent of Caesar's military success in Gaul **[1 mark]** • uses well-chosen evidence from Source 2 to support the point being made **[1 mark]** • identifies a possible motive for the creation of Source 2 **[1 mark]** • uses well-chosen evidence to explain the motive identified **[1 mark]**	• explains the extent of Caesar's military success in Gaul **[1 mark]** • uses well-chosen evidence from Source 3 to support the explanation **[1 mark]** • identifies a possible motive for the creation of Source 3 **[1 mark]** • uses well-chosen evidence to explain the motive identified **[1 mark]**

Criterion: Comprehending

Q	The response:
2	• uses relevant terms in historical context **[1 mark]**

Criterion: Creating and communicating

Q	The response:
2	• logically conveys ideas related to the question **[1 mark]**

Criterion: Evaluating

Q	The response, for Source 4:	M	The response, for Source 5:	M
3	**Reliability**			
	• explains a discerning judgment about reliability using well-chosen evidence from Source 4	2	• explains a discerning judgment about reliability using well-chosen evidence from Source 5	2
	• makes a judgment about reliability referring to relevant evidence from Source 4	1	• makes a judgment about reliability referring to relevant evidence from Source 5	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
	Usefulness			
	• explains a discerning judgment about usefulness using well-chosen evidence from Source 4	2	• explains a discerning judgment about usefulness using well-chosen evidence from Source 5	2
	• makes a judgment about usefulness referring to relevant evidence from Source 4	1	• makes a judgment about usefulness referring to relevant evidence from Source 5	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:
3	• demonstrates an understanding of Caesar's motives in establishing the Triumvirate **[1 mark]** • demonstrates an understanding of the nature of historical evidence **[1 mark]**

Criterion: Creating and communicating

Q	The response:
3	• logically conveys ideas related to the question **[1 mark]**

Criterion: Synthesising

Q	The response:	M
4	• presents a sophisticated historical argument about the extent to which the conspirators killed Caesar for the greater good of the Republic	4
	• presents a reasoned historical argument about the extent to which the conspirators killed Caesar for the greater good of the Republic	3
	• presents a basic historical argument about the extent to which the conspirators killed Caesar for the greater good of the Republic	2
	• makes statements about the extent to which the conspirators killed Caesar for the greater good of the Republic	1
	• does not satisfy any of the descriptors above.	0
	The response:	
	• skilfully combines relevant evidence from all four sources to develop the historical argument	4
	• combines relevant evidence from all four sources to develop the historical argument	3
	• combines relevant evidence from three sources to develop the historical argument	2
	• refers to evidence from two sources	1
	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:
4	• uses relevant terms in historical context **[1 mark]** • demonstrates an informed understanding of concepts related to the question **[1 mark]** • demonstrates an understanding of one issue related to the question **[1 mark]** • demonstrates an understanding of a second issue related to the question **[1 mark]**

Criterion: Evaluating

Q	The response	M
4	**Usefulness**	
	• uses evidence from two sources to explain how the sources corroborate a point being made in the historical argument	2
	• describes how the sources corroborate a point being made in the historical argument	1
	• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:
4	• conveys ideas related to the question **[1 mark]** • organises paragraph/s purposefully, acknowledging sources used **[1 mark]**

References

Source 6

Scullard, H. H., & Rathbone, D. (2021). *From the Gracchi to Nero* Taylor & Francis

Source 8

Excerpts from *The Assassination of Julius Caesar: A People's History of Ancient Rome* - Copyright © 2003 by Michael Parenti. Reprinted by permission of The New Press. www.thenewpress.org