# Ancient History subject report

2025 cohort

January 2026

IA1  IA2  IA3  EA

260011

# Contents

# Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2026.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement
- important considerations to note related to the revised 2025 syllabus (where relevant).

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 that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## 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 internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

## Subject highlights

**213**
schools offered
Ancient History

**82.15%**
of students
completed
4 units

**97.87%**
of students
received a
C or higher

# Subject data summary
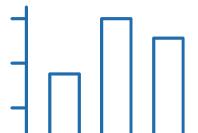
## Unit completion

The following data shows students who completed the General subject or alternative sequence (AS).

**Note:** All data is correct as at January 2026. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Ancient History: 213.

| Completion of units | Unit 1 | Unit 2 | Units 3 and 4 |
|---|---|---|---|
| **Number of students completed** | 3,379 | 3,118 | 2,776 |

## Units 1 and 2 results

| Number of students | Unit 1 | Unit 2 |
|---|---|---|
| **Satisfactory** | 3,013 | 2,877 |
| **Unsatisfactory** | 366 | 241 |

## Units 3 and 4 internal assessment (IA) results

### Total marks for IA
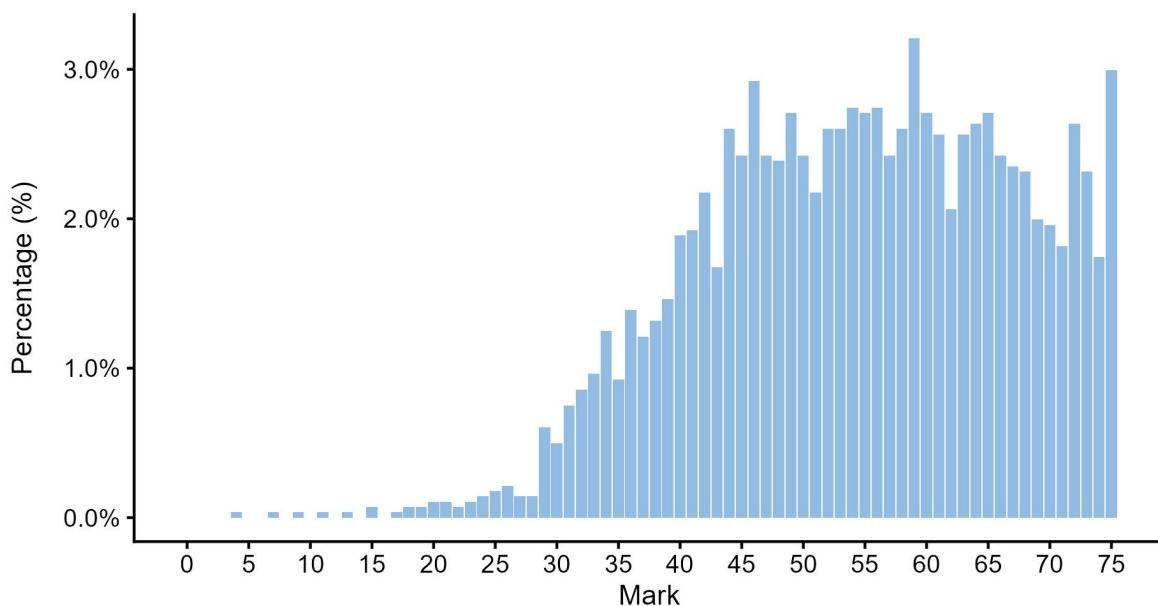
# IA1 marks

## IA1 total
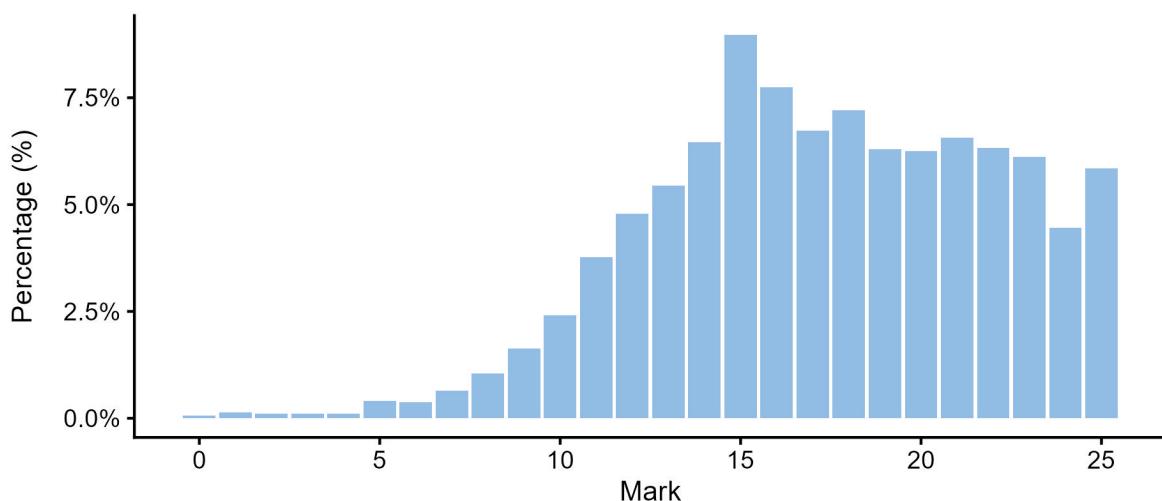


## IA1 Criterion: Comprehending
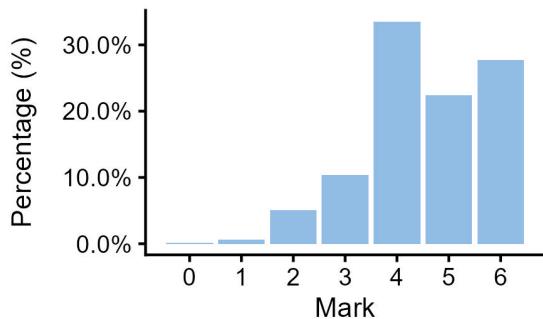


## IA1 Criterion: Analysing
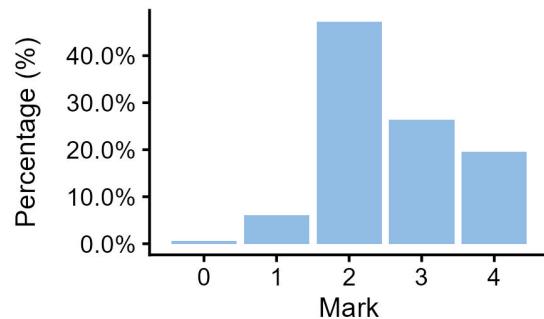


## IA1 Criterion: Synthesising
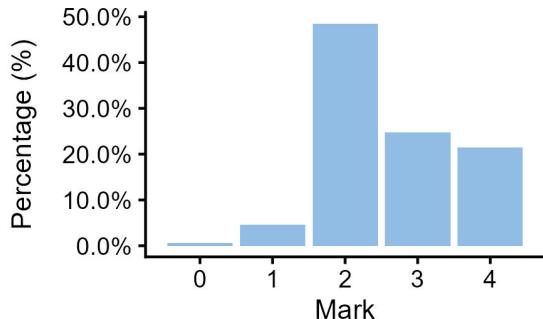


## IA1 Criterion: Evaluating
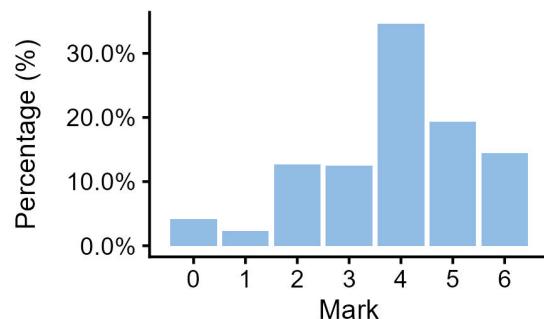


## IA1 Criterion: Creating and communicating
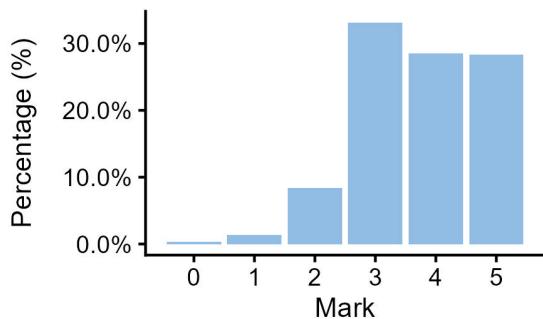
# IA2 marks

## IA2 total
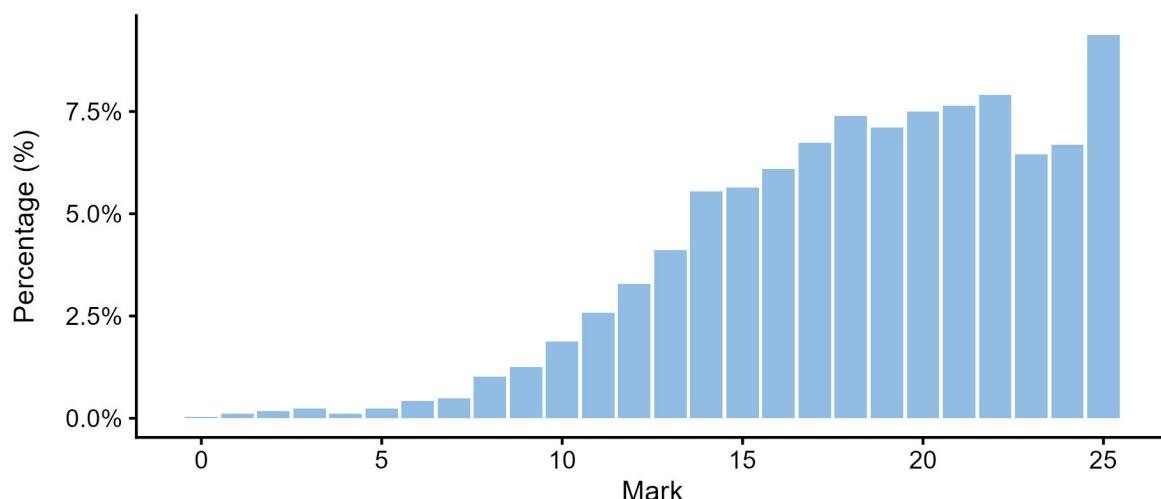


## IA2 Criterion: Devising and conducting
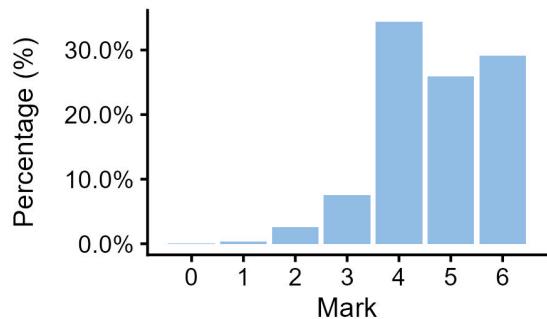


## IA2 Criterion: Analysing
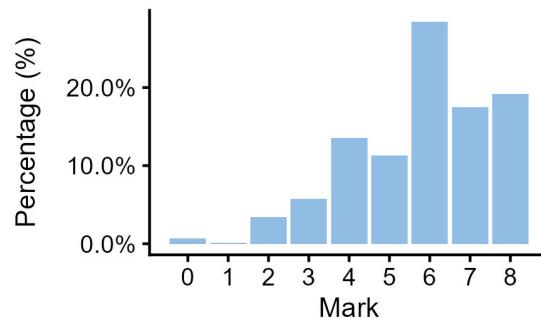


## IA2 Criterion: Evaluating
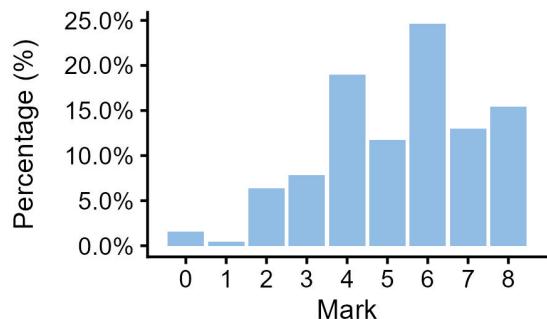


## IA2 Criterion: Creating and communicating
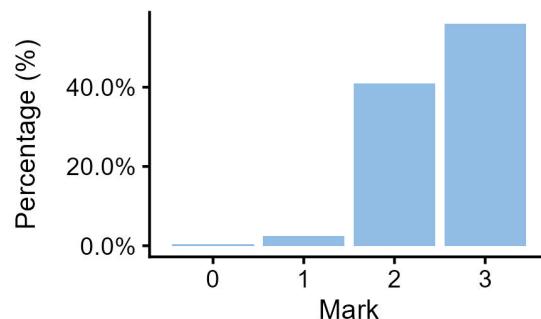
## IA3 marks

**IA3 total**
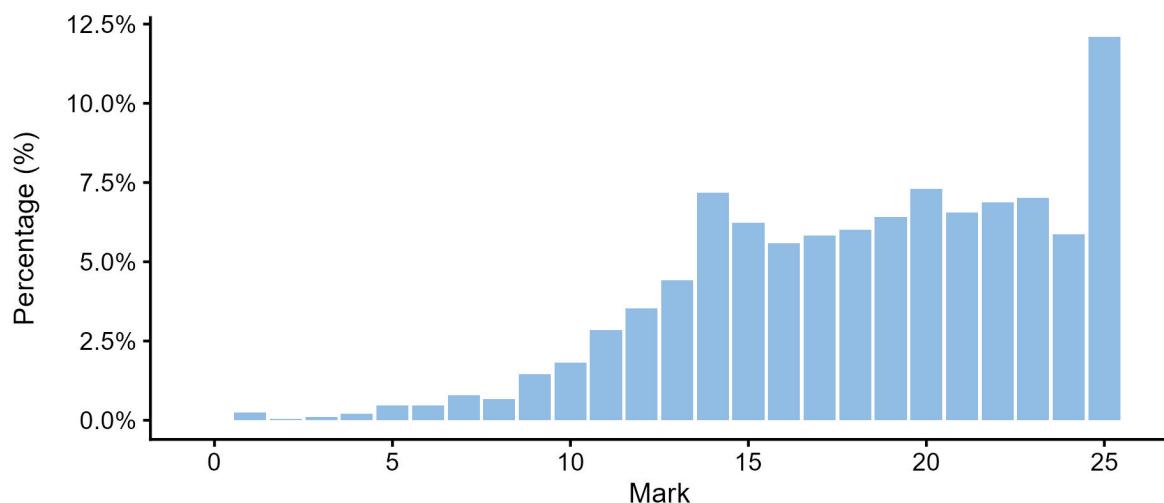


**IA3 Criterion: Comprehending**
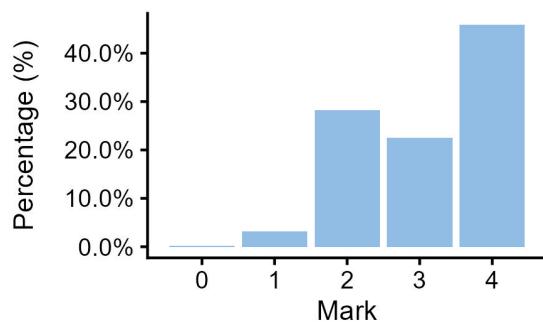


**IA3 Criterion: Devising and conducting**
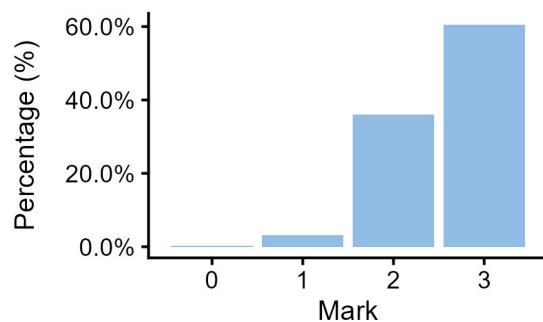


**IA3 Criterion: Analysing**
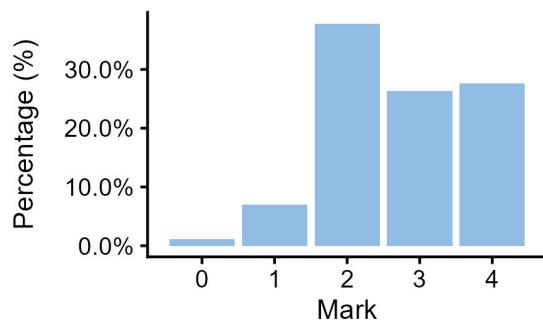


**IA3 Criterion: Synthesising**
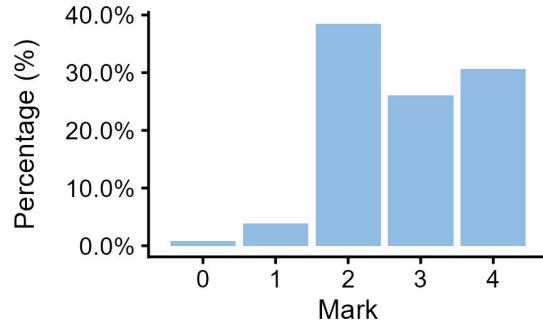


**IA3 Criterion: Evaluating**
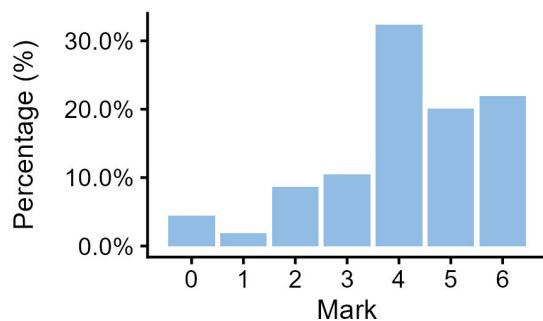


**IA3 Criterion: Creating and communicating**
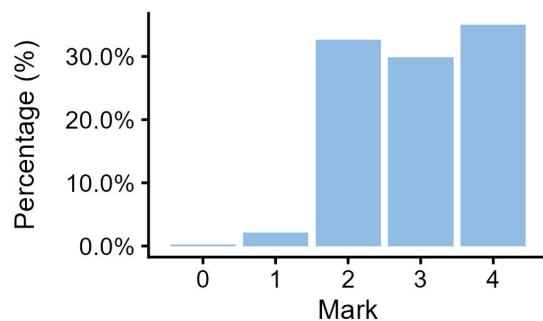
# External assessment (EA) marks
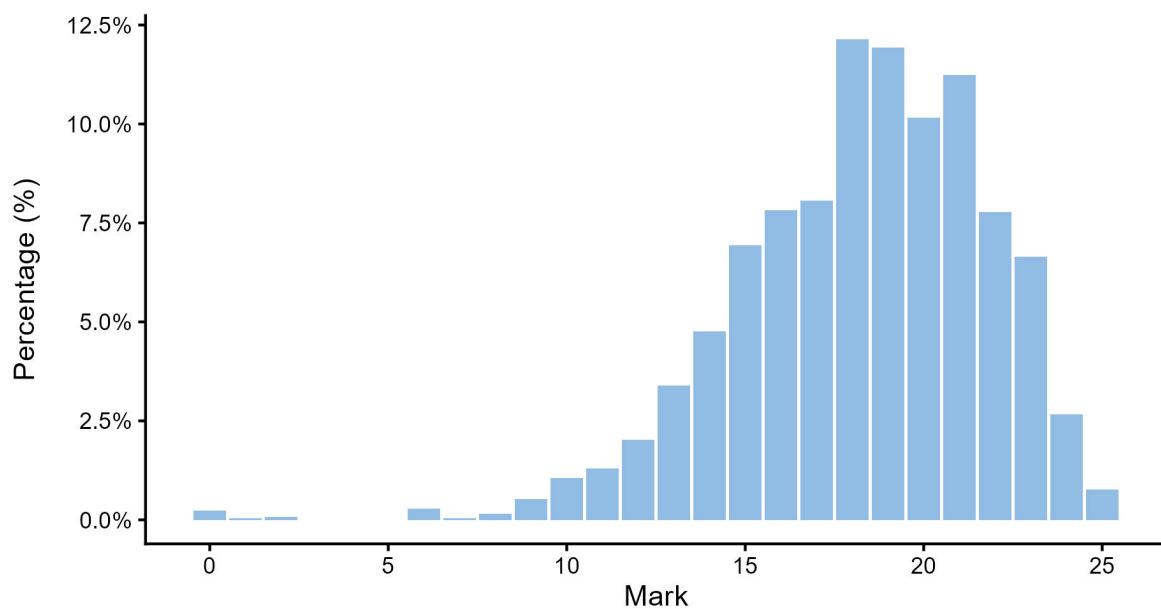


# Final subject results

## Final marks for IA and EA
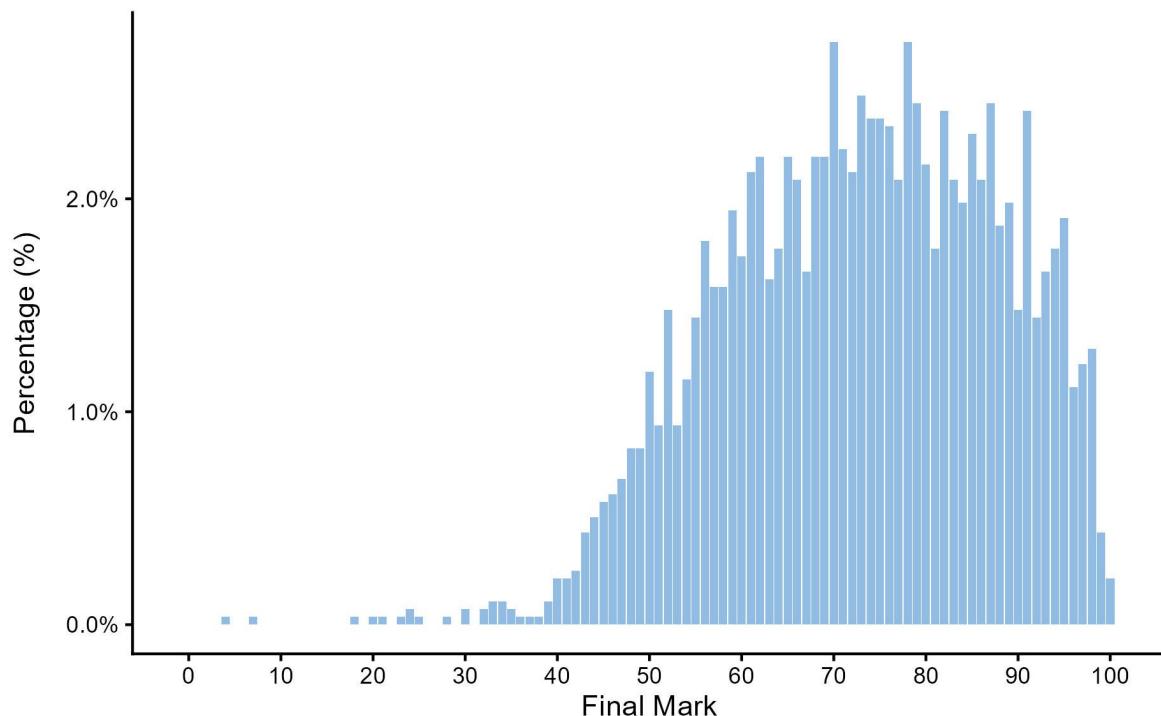
## Grade boundaries

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** | 100–83 | 82–67 | 66–44 | 43–18 | 17–0 |

## Distribution of standards

Number of students who achieved each standard across the state.

| Standard | A | B | C | D | E |
|---|---|---|---|---|---|
| **Number of students** | 825 | 1,009 | 883 | 57 | 2 |
| **Percentage of students** | 29.72 | 36.35 | 31.81 | 2.05 | 0.07 |

# Internal assessment

This information and advice relate 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 assessment. 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 *QCE and QCIA policy and procedures handbook v7.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

| Internal assessment | IA1 | IA2 | IA3 |
|---|---|---|---|
| Number of instruments | 211 | 211 | 208 |
| Percentage endorsed in Application 1 | 81 | 91 | 90 |

## 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 instrument-specific marking guide (ISMG) and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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 | 206 | 1,388 | 0 | 89.32 |
| 2 | 206 | 1,398 | 0 | 84.95 |
| 3 | 206 | 1,375 | 0 | 91.26 |

# Internal assessment 1 (IA1)

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

The examination assesses the application of a range of cognitions to an unseen question.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## 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 | 31 |
| Authentication | 0 |
| Authenticity | 3 |
| Item construction | 4 |
| Scope and scale | 3 |

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed for unique student responses to the essay question or statement, e.g. questions starting with 'To what extent …' allowed students to take a specific position in response

- included sources that gave a range of perspectives, allowing students to meet the assessment objectives

- included unseen sources that were succinct enough for students to engage with during planning time. Any longer literary sources were provided as seen sources

- included context statements for each source in the form of a brief description that may include author, time of production, and any general details about the circumstances in which a source was produced.

### Practices to strengthen

It is recommended that assessment instruments:

- include individual sources only, rather than two or more sources labelled as one, e.g. multiple inscriptions from different artefacts, an archaeological source with an accompanying article

- do not include analysis and evaluation in context statements (e.g. explaining the implicit meaning of the source, judging the reliability of a historian), as this prevents students from demonstrating these descriptors themselves.

## Accessibility

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

### Reasons for non-endorsement by priority of assessment

| Accessibility priority | Number of times priority was identified in decisions |
|---|---|
| Bias avoidance | 1 |
| Language | 7 |
| Layout | 6 |
| Transparency | 3 |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used minimal distractors, e.g. bold or underlined text

- applied a consistent layout that clearly distinguished between each context statement, source extract and reference, e.g. sections labelled clearly, consistent size and font, same order for each source.

### Practices to strengthen

It is recommended that assessment instruments:

- number seen and unseen sources collectively to avoid duplicated numbers, e.g. unseen sources numbered 1–5, seen sources numbered 6–12.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The features of the technique are now listed in the Additional subject-specific information section (syllabus and AS resource, p. 11) rather than in the IA1 specifications. For endorsement, the task section of the instrument must instruct students to write an essay in response to historical sources that includes *all its features*. This may be paraphrased, e.g. all required features, all features of this task. While inclusion of the list of features from page 11 is not mandatory, it is recommended.

- The Synthesising criterion requires provision of a range of historical sources. A range might comprise primary and secondary, ancient and modern, literary and non-literary, or different perspectives (syllabus and AS resource, p. 9). The range of sources available will depend on the parameters of the unseen question.

- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing

response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments.

- When developing IA1 for the AS in odd years (IA1 Unit 1), the 2025 AS resource requires the unseen question to be developed from one of the two topics in Unit 1. The assessment objectives are demonstrated in relation to the Ancient World, so the topic chosen must relate to the Ancient World. Questions relating to museums, tourism or preservation do not align with the unit or assessment objectives.

# Assessment decisions

## Reliability

Reliability 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 | 98.54 | 0.00 | 1.46 | 0.00 |
| 2 | Analysing | 100.00 | 0.00 | 0.00 | 0.00 |
| 3 | Synthesising | 97.09 | 1.94 | 0.97 | 0.00 |
| 4 | Evaluating | 91.26 | 7.28 | 1.46 | 0.00 |
| 5 | Creating and communicating | 98.06 | 0.49 | 1.46 | 0.00 |

**Effective practices**

Reliable judgments were made using the ISMG for this IA when:

- for the Analysing criterion, judgments recognised the identification and examination of features of evidence from historical sources throughout the response. Responses that were matched to the upper performance level

  – demonstrated thoughtful and discriminating choices about which features of evidence to examine for each source

  – examined the features that were most pertinent for developing the hypothesis, rather than listing the same features of evidence for each source in a formulaic way

- for the Creating and communicating criterion, responses that were matched to the upper performance level incorporated all features from the specifications in the syllabus, including

  – a clear introduction that set the context, contained a hypothesis and included an outline of the argument to be made

  – body paragraphs that each began with a topic sentence

  – a conclusion that drew together the main ideas and arguments made

– ethical scholarship that was applied across the response. A recognised system of referencing is not required for this instrument. Rather, under examination conditions the use of (Source 1) or (S1) is acceptable.

**Practices to strengthen**

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- For the Synthesising criterion, the 2025 syllabus requires responses at the upper performance level to present a sophisticated historical argument that skilfully combines evidence from a range of historical sources to justify decisions. A historical argument is sophisticated when it demonstrates intellectual complexity, e.g. by acknowledging and accounting for the range of ideas presented in the available sources.

- For the Evaluating criterion

  – the 2025 syllabus requires judgments about usefulness *and/or* reliability across all performance levels. A response might demonstrate judgments about usefulness, reliability or both. Consideration should be given to which sources are selected for evaluation, and whether each evaluation will judge usefulness, reliability or both

  – what constitutes a judgment has not changed — it must include a decision or opinion about the degree to which a source is reliable or useful, and reasoning to support this decision or opinion. Signposting of judgments may be beneficial, either through use of the words 'useful' and 'reliable', or appropriate synonyms

  – at the middle performance level, an adequate judgment is satisfactory, and while it is correct, reasoning is often basic. A judgment at this performance level still provides some reasoning that is specific to the source. In contrast, a judgment such as 'Plutarch is reliable because he's an ancient source' would best match a superficial judgment, as the judgment is vague and surface-level, and the reasoning provided is interchangeable with other similar sources.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- evidence of student performance in each criterion is matched to a performance-level descriptor that describes the *typical* characteristics evident in the response, i.e. the characteristics that appear more often than not. If a response demonstrates one discerning judgment but all other judgments are effective, the typical characteristics in the response match 'effective judgments' and can be allocated a mark of 4 in Evaluating (using the ISMG in the 2025 syllabus).

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Each criterion assessed in IA1 is now allocated the same number of marks in the 2025 syllabus.

- Each mark in the Analysing, Evaluating and Synthesising criteria is now described in a single performance-level descriptor.

## Samples

The following excerpt demonstrates:

- an example of Analysing at the top performance level, with discerning identification and detailed examination of features of evidence. The question related to the varying

interpretations of Alexander the Great. In this excerpt of a body paragraph, evidence from Source 4 by W.W. Tarn is identified and examined. The response identifies both explicit and implicit meanings evident in the source, then examines these features, linking them to the argument. The historical context of the author is also examined. Note that the response does not unpack all features of evidence, and selects only those that are relevant to the argument presented in the paragraph

- an example of Evaluating at the top performance level, with a discerning judgment for both usefulness and reliability which are well-reasoned. The judgment of usefulness for W.W. Tarn's evidence is considered in the specific context of the unseen question, rather than why he is broadly useful as a historian. When weighing up Tarn's reliability, his credentials, methods, perspective and historical context are used to provide reasoning for the judgment made. The judgments in this excerpt are highly relevant to the argument presented in the paragraph — that Alexander's achievements are still considered 'great' even though these particular sources present him through an imperialist lens.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Alexander the Great's life and legacy, namely his military and cultural achievements, have been monumental to the Western world through the lense of it's imperialism. Source 4 is an extract from British scholar Sir William Woodthorpe Tarn (1869-1957), who wrote extensively on the Hellenistic world. Tarn labels Alexander as one of the "supreme fertilising forces of history", claiming he "lifted the civilised world out of one groove and set it in another." Tarn's language choices positions Alexander's life and military achievements as bountiful and for the 'greater good' of civilisation. Additionally, Tarn claims that the Modern world "owes it to Alexander" for the greatness of its civilisation. Tarn's language reflects values held by many colonial-era scholars, supporting imperialism (as seen through the British) and the 'great man' myth. Within the extract, Tarn also implies that the Eastern world was "uncivilised" and needed to be 'taught' b Alexander and the Greeks, despite already being an expansive empire. Tarn is a useful source for observing how societal values influence perspectives on historical figures. He is somewhat reliable, despite being highly qualified and using the practice of histriography, Tarn's British imperialism perspective clearly influence the creation of the source. Similarly, source 8 from Greek historian Arrian of Nicomedia also reflects societal values in interpretation of Alexander's 'Greatness.'

**Reference**

Tarn, W.W. (1948). *Alexander the Great: Sources and Studies*. Cambridge University Press.

# Internal assessment 2 (IA2)

## Investigation — independent source investigation (25%)

An independent source investigation uses research and investigative practices to assess a range of cognitions in a particular context. It is an opportunity for students to demonstrate the application of the historical concepts and historical skills — by selecting and analysing a range of historical sources and considering different perspectives — to the investigation.

Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Research conventions including citations and reference list must be adhered to. Responses are completed individually, under process writing conditions, over a number of hours.

## 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 | 17 |
| Authentication | 0 |
| Authenticity | 1 |
| Item construction | 1 |
| Scope and scale | 0 |

**Effective practices**

Validity priorities were effectively demonstrated in assessment instruments that:

- provided all the assessment specifications, including a reference list.

**Practices to strengthen**

It is recommended that assessment instruments:

- provide task specifications that allow students to devise their own key inquiry questions and unique responses, rather than directing them to investigate a highly specific aspect of the topic.

### 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 | 0 |
| Layout | 0 |
| Transparency | 0 |

**Effective practices**

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided all task specifications in the task section without unnecessary repetition in the scaffolding section.

**Practices to strengthen**

There were no significant issues identified for improvement.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The features of the assessment technique have been revised and are now listed in the *Additional subject-specific information* section (syllabus and AS resource, p. 11). Revisions include

    - the removal of a rationale

    - revised requirements for the source interrogation

    - revised requirements for the critical summary to accommodate the addition of the Synthesising criterion to the ISMG

    - an adjusted suggested response length breakdown to accommodate the above revisions.

- The requirement for the use of 'ancient and modern sources' has replaced the use of 'primary and secondary' sources. Further explanation of these terms can be found on pages 8–9 of the syllabus and AS resource.

- When developing IA2 for the AS in odd years (IA2 Unit 1), the specifications in the 2025 AS resource require students to complete historical research in an area associated with a Unit 1 topic studied in class and not previously assessed in IA1. Where Topic 2 is selected, schools choose *one* ancient society, then schools or students select one of the societal features to explore in the context of this ancient society (AS resource, p. 16). Tasks that allow students to choose a society cannot be endorsed.

# Assessment decisions

## Reliability

Reliability 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 | 96.12 | 1.94 | 1.94 | 0.00 |
| 2 | Analysing | 94.66 | 3.40 | 1.94 | 0.00 |
| 3 | Evaluating | 89.32 | 8.74 | 1.94 | 0.00 |
| 4 | Creating and communicating | 100.00 | 0.00 | 0.00 | 0.00 |

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Devising and conducting criterion, responses that were matched to the upper performance level demonstrated

  – a nuanced key inquiry question and relevant sub-questions. Nuanced key inquiry questions demonstrated an understanding of the subtleties of the topic and narrowed the focus of the investigation by specifying, e.g. the issue, event, time, individual, group, location, society

  – *use* of historical questions, e.g. the key inquiry question and sub-questions were used and applied across the response, such as in the source analysis and/or critical summary of evidence

- for the Creating and communicating criterion, responses that were matched to the upper performance level

  – conveyed ideas related to the key inquiry question and sub-questions clearly and purposefully. Where dot points were used for the interrogation of sources, these were not so brief that communication of ideas was unclear

  – applied all features of an independent source investigation consistently

  – included minimal errors in spelling, grammar and punctuation.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In the 2025 syllabus, the Analysing criterion now includes a single performance-level descriptor at each mark. However, the following key points remain the same

  – discerning identification and detailed examination of features of evidence are required at the top performance level. Identification is discerning when a thoughtful and discriminating choice is made about which features of evidence to identify and examine. Examination is detailed when it is thorough and highly specific to the chosen source and the student's investigation. For example, in an investigation about the role of women in fifth century BCE Athenian funerary practices, the origin, historical context, explicit meanings and implicit meanings of the iconography of a white-ground lekythos might be examined. However, when considering the work of a modern historian, only the explicit and implicit meanings and perspective might be examined

- there is no requirement for students to analyse all features of evidence for each source. Templates that direct students do this may limit a student's opportunity to demonstrate discernment and detail in their analysis within the word length.

- In the 2025 syllabus, the Evaluating criterion now includes a single performance-level descriptor at each mark. However, the following key points remain the same

  - at the top performance level, judgments must be discerning and well-reasoned. Discerning judgments weigh up the strengths and limitations of the evidence in the source and are directly linked to the focus of the inquiry. For example, when evaluating the degree to which an excerpt of Aeschylus's *Libation Bearers* is useful and reliable, consideration should be given to

    - the usefulness of the specific excerpt chosen in relation to a particular sub-question/s and the key inquiry question

    - the usefulness of the specific excerpt in relation to supporting or refuting evidence from other sources included in the investigation, or providing a different perspective

    - the reliability of Aeschylus's *Libation Bearers* in relation to the specific focus of the inquiry. This might be supported with reasoning that weighs up the strengths and limitations of the evidence in the play, such as an explanation of its origin and motive, and the historical context in which it was first presented. How these factors influence the reliability of the evidence in this source would also be discussed.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- the source excerpt chosen for interrogation is included in the response. Inclusion of only the URL or reference details does not demonstrate the student's selection of evidence from historical sources or the quality of their analysis or evaluation. The source excerpt is not included in the response length (2025 syllabus, p. 32; AS resource, p. 32, 45)

- evidence from the 4–6 sources chosen for interrogation is the only evidence students use to analyse, evaluate and synthesise. Where additional sources are cited, these are only used to cite where further background information about an author or source has been located. It is not appropriate for a response to use additional sources to corroborate the 4–6 chosen sources, or to develop the historical argument in the critical summary

- the ISMG submitted for confirmation must be the ISMG attached to the endorsed instrument, directly from the Endorsement application (app). ISMGs should not be edited or reformatted in any way

- where academic misconduct is identified, the school's assessment policy is applied in alignment with the following sections of the *QCE and QCIA policy and procedures handbook v7.0*

  - Section 8.1 — Understanding academic integrity

  - Section 8.2.8 — Authenticating student responses

  - Section 8.4 — Developing a school assessment policy

  - Section 11.1.5 — Inability to establish authorship.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- For Devising and Conducting, the 2025 syllabus requires the use of ancient and modern historical sources, rather than primary and secondary sources. The additional subject-specific

information (2025 syllabus and AS resource, pp. 8–9) provides further explanation of these source types.

- For Evaluating, marks are no longer awarded for statements. All performance levels require judgments, which comprise an opinion or decision about usefulness and/or reliability and an explanation to support this opinion or decision.

- Synthesising is now assessed in IA2. The critical summary requires creation of a historical argument in response to the key inquiry question, which combines evidence from the chosen 4–6 sources to support the historical argument (2025 syllabus and AS resource, p. 11). While evidence for other criteria may be present in the critical summary, the focus of this section should be the creation of a historical argument that combines evidence from historical sources (Synthesising). No additional sources are to be included in this argument, only the 4–6 sources that appeared in the interrogation of evidence. For more information about the IA2, see the *Ancient History: Understanding IA2* resource in the Syllabuses app in the QCAA Portal, available from the resources section of the 2025 Ancient History syllabus.

- Each criterion assessed in IA2 is now worth the same number of marks.

## Samples

The following excerpt demonstrates the upper performance level for the Analysing criterion. This investigation focused on the worship of Athena within cultural, religious and political spheres and the influence this had on the identity of Athens in the fifth century BCE.

The excerpt demonstrates discerning identification of features of evidence by identifying features of the coin relevant to the topic of the investigation such as the implicit meaning, audience and motive. These features are examined in the context of the student's investigation and linked back to both the key inquiry question, and a sub-question related to the use of Athena imagery as a political tool.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



**Source 5: Ancient**

**Reference Details:**
Unknown. *Tetradrachm (Coin) Depicting the Goddess Athena* [Silver]. (490-322 B.C.E.). Art Institute of Chicago (Chicago). Retrieved from https://www.artic.edu/artworks/199526/tetradrachm-coin-depicting-the-goddess-athena

This tetradrachm was issued during the classical period (490-322BCE) and was discovered in Athens. The front depicts Athena – the patron goddess of Athens and the back depicts an 'owl' the symbol of Athena. The owl has an implicit message of wisdom, suggesting that Athens viewed themselves as intellectually advanced. With the owl and Athena together, the coin implies that Athens' expression of intellectual power and divine connections was political propaganda to both promote Athens and Athenian religion. As Athens had an expansive trading network, the coin spread Athena's image to the public and to other Greek city-states – consequently both asserting Athenian power due to their divine connections and to gain a larger religious following for Athena. This coin provides a useful record of how Athena's worship was integrated into art as a political strategy, as by using Athena's symbolism and imagery, Athens aligned itself with a powerful deity – enhancing their power as a city-state. By being distributed widely, Athens was able to project religious propaganda to appease the gods with a larger religious community.

The following excerpt demonstrates the upper performance level for the Evaluating criterion. This investigation focused on the motivations for Alexander the Great's use of Persian dress and customs.

The excerpt demonstrates a discerning judgment about usefulness, as it makes a judgment about the extent to which the specific Plutarch excerpt chosen is useful for the student's investigation — linking the evidence presented to the key inquiry question, and one of the sub-questions about Alexander's strategy in marrying Roxana. Similarly, reliability is considered specifically in the context of the investigation, noting the benefits and limitations of Plutarch as a source of evidence about Alexander

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

---

### Source 3 – Plutarch

Plutarch. (1973). *The Age of Alexander*. Penguin Books. (originally written c. 100 CE).

| | Interrogation of Source |
|---|---|
| "Now, also, he more and more accommodated himself in his way of living to that of the natives, and tried to bring them, also, as near as he could to the Macedonian customs, wisely considering that whilst he was engaged in an expedition which would carry him far from thence, it would be wiser to depend upon the good-will which might arise from intermixture and association as a means of maintaining tranquillity, than upon force and compulsion. As for his marriage with Roxana, whose youthfulness and beauty had charmed him at a drinking entertainment, where he first happened to see her taking part in a dance, it was indeed a love affair, yet it seemed at the same time to be conducive to the object he had in hand. For it gratified the conquered people to see him choose a wife from among themselves…" | This excerpt is from ancient Greek philosopher and biographer Plutarch's book *Parallel Lives*, written circa 100 CE, in which he details and compares the lives of Greek and Roman historical figures, to show his Roman audience favourable traits strong leaders should possess. In this excerpt, Plutarch recounts Alexander's implementation of his appeasement policy, as he introduced the Persians to Macedonian customs and vice versa. Plutarch's perspective is that Alexander's motive for this change was to breed goodwill between the Persians and Macedonians, so that he had allies to rely on, rather than prisoners who would rebel, implying that the Persians were receptive to him. Furthermore, Plutarch describes Alexander's marriage to Roxane as "conducive to the matter at hand" and states that it gratified the Persians, though he concedes that "it was indeed a love affair", explicitly displaying Alexander's mixed intentions. This source is somewhat unreliable, as although Plutarch draws from primary sources, not only could his works inherit biases and inaccuracies in the previous sources, but he is also biased towards presenting Alexander favourably according to what traits he believed Roman emperors should have, as *Parallel Lives* is a didactic piece. However, this is a highly useful source as it shows the complexity of Alexander's strategy and how he and Roxane were received by their respective peoples, as well as providing now-exclusive historical information from inaccessible sources. |

**Reference**

Plutarch. (1973). *The Age of Alexander*. Penguin Books. (Originally written c. 100 CE).

---

The following excerpt demonstrates an extract of a critical summary of evidence that presents a historical argument. While Synthesising was not assessed in the IA2 in the 2019 syllabus or AS, this excerpt provides an example of how evidence from the 4–6 sources chosen for the investigation can be combined to create a historical argument in response to the key inquiry question.

Synthesising will be assessed in the 2025 syllabus IA2, and evidence for this criterion will appear in the critical summary (2025 syllabus, pp. 11, 35; AS resource, pp. 11, 35, 45).

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

---

The sources presented in this research investigation display the complexity of Alexander's perspective of Persia and its position in his empire as they are often contradictory, with some claiming that Alexander valued Persian culture and sought to integrate it into his legacy, while others imply that Alexander attempted to enslave the Persians, or that his appeasement policy was a political tool with no sentimental motive.

While Plutarch (in Penguin Books, 1973) and Robinson (1957) opine that Alexander's marriage to Roxane was celebrated by both the Persians and Greco-Macedonians, and that intermarriage between the empires allowed Alexander and any future heirs a legitimate claim to the Persian throne, implying that Alexander considered his marriage to Roxane to be politically valid, de Mauriac (1949) offers a contradictory perspective, stating that to the Greco-Macedonians, Alexander's and Roxane's marriage was insulting and insufficient, which demonstrates that Alexander's Persian bloodline would still be considered illegitimate by his subjects. Moreover, Plutarch (1973) and Robinson (1957) further corroborate each other in the perspective that the marriage was a both a love match and a political strategy, though Robinson emphasises the tactical benefit of the union, whereas Plutarch presents it as a romantic endeavour that was incidentally strategic, showing the multifaceted motives of Alexander's marriage.

The contentious nature of Alexander's goal for Persia is illustrated in the contradiction between the domineering language and threats of Alexander's alleged letter to Darius III, recorded in Arrian's *Anabasis* (in Penguin Books, 1971), implying that Alexander's goal was to enslave the Persians, as opposed to Plutarch's (1973) perspective that Alexander utilised the concept of appeasement to befriend the Persians to strengthen his military force and allyship, or Robinson's (1957) perspective that Alexander was attempting to achieve a personal and idealistic *homonoia,* or heartfelt unity among city-states, through the adoption of Persian culture in his empire and personal image. The "Alexander" sarcophagus (in Academus Education, 2020) is a primary source that corroborates Robinson's (1957) perspective, as the fusion of Persian and Greek funerary customs implies a sentimental link between the empires that is further indicated in the equal and heroic presentation of both empires cooperating on a hunt. The sarcophagus also suggests that Alexander's conquest of Persia and subsequent sociocultural integration was a cause for celebration, which directly contradicts de Mauriac's assertion that "Macedonians regarded [association with Persia] as a personal slight of the most obvious sort" and that [Alexander's] partial adoption of Persian dress was a source of irritation to Alexander's men" (de Mauriac, 1949).

**References**

Arrian. (1971). *The Campaigns of Alexander*. Penguin Books. (Originally written c. 117 CE).

de Mauriac, H.M. (1949). Alexander the Great and the Politics of "Homonoia". *Journal of the History of Ideas, 10*(1):104–114. https://doi.org/10.2307/2707202

Plutarch. (1973). *The Age of Alexander*. Penguin Books. (Originally written c. 100 CE).

Robinson, C.A. (1957). The Extraordinary Ideas of Alexander the Great. *The American Historical Review, 62*(2):236–344. https://doi.org/10.2307/1845186

---

# Internal assessment 3 (IA3)

## Investigation — historical essay based on research (25%)

This assessment requires students to research a historical topic through collection, analysis and synthesis of primary and secondary sources. A historical essay based on research uses investigative practices and research to assess a range of cognitions in a particular context. Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Responses are completed individually, under process writing conditions, over a number of hours.

## 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 | 9 |
| Authentication | 6 |
| Authenticity | 3 |
| Item construction | 4 |
| Scope and scale | 0 |

**Effective practices**

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned the task with the focus of the unit, i.e.
  - for the General syllabus — People, power and authority
  - for AS Unit 2 — Powerful personalities in their times
- provided questions or statements that were broad enough for students to develop their own key inquiry questions. Any topics suggested were open-ended rather than narrowing the focus to a specific aspect of the topic and/or a specific individual.

**Practices to strengthen**

It is recommended that assessment instruments:

- do not include other features of techniques that are not required for IA3 (e.g. creation of sub-questions) in the checkpoints section.

## 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 | 0 |
| Layout | 0 |
| Transparency | 0 |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- did not repeat or rephrase information from the task section in the scaffolding section.

### Practices to strengthen

There were no significant issues identified for improvement.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The IA3 specifications require students to complete historical research in an area associated with one topic from Unit 4 (or Unit 2 for the AS in odd years) studied in class that is not the focus of the selected external assessment topic (2025 syllabus, p. 36; AS resource, pp. 36, 49). This instruction must be clear on the task. For instance, where schools select Julius Caesar as their external assessment topic and Topic 5: Ancient Rome — Civil War and the breakdown of the Republic for IA3, students cannot focus their IA3 research on Julius Caesar. For schools implementing the AS in odd years, the personality selected for IA3 cannot be the same personality selected for the external assessment topic. For further advice on developing an IA3, see the resource *Understanding IA3 Ancient History — General and alternative sequence* in the QCAA Portal, Syllabuses app, Resources, Information tab.

- The features of this assessment technique have been revised and are now listed in the *Additional subject-specific information* section (2025 syllabus and AS resource, p. 11). These specify that the key inquiry question must be included at the beginning of the response.

- The requirement to use ancient and modern sources has replaced the requirement to use primary and secondary sources.

# Assessment decisions

## Reliability

Reliability 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 | 98.06 | 0.49 | 1.46 | 0.00 |
| 2 | Devising and conducting | 100.00 | 0.00 | 0.00 | 0.00 |
| 3 | Analysing | 98.54 | 0.97 | 0.49 | 0.00 |
| 4 | Synthesising | 100.00 | 0.00 | 0.00 | 0.00 |
| 5 | Evaluating | 93.20 | 6.31 | 0.49 | 0.00 |
| 6 | Creating and communicating | 99.51 | 0.49 | 0.00 | 0.00 |

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Comprehending criterion, responses were matched to the top performance level where
  - terms were used thoroughly and mostly accurately in historical context. Terms are used in historical context when they are used appropriately, given the time period and context of the investigation
  - explanations of issues related directly to the key inquiry question, rather than to the general time period
  - relationships between concepts (either general or historical) and a variety of ideas developed in response to the key inquiry question were evident across the response
- for the Devising and conducting criterion, responses were matched to the top performance level where
  - a nuanced key inquiry question was created. Nuanced key inquiry questions demonstrated an understanding of the subtleties of the topic and narrowed the focus of the investigation by specifying, e.g. the issue, event, time, individual, group, location, society
  - historical research was detailed, meaning it was focused and relevant to both the key inquiry question and the hypothesis. This research used evidence from both primary and secondary sources, the availability of which was dictated by the topic and key inquiry question devised by the student
  - different perspectives were evident in the evidence selected from primary and secondary sources. Further information about perspectives can be found on page 7 of the 2025 syllabus and AS resource.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- For the Evaluating criterion in the 2025 syllabus, marks are no longer awarded for statements. All performance levels require judgments, which comprise a decision or opinion about usefulness and/or reliability *and* an explanation to support this decision or opinion.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Evaluating criterion, schools understand that

  – a judgment about usefulness or reliability must include a decision or opinion about the extent to which the source is considered useful or reliable in the context of the student's investigation. This decision or opinion must also be supported by an explanation. While the words 'useful' or 'reliable' are not mandated, a decision must be made rather than alluded to. Statements that allude to reliability, but do not state a decision or opinion, are *not* judgments, e.g.

    - Livy wrote 200 years after the battle, which must be considered when using his evidence

    - It must be noted that Polybius had close ties to Scipio Aemilianus.

    To turn these examples into judgments, the statements must include a decision that explains the extent to which this information impacts the reliability of the evidence in the source, e.g.

    - Livy wrote 200 years after the battle, which must be considered when using his evidence, as his proximity in time to Scipio Africanus limits reliability

    - It must be noted that Polybius had close ties to Scipio Aemilianus, so he may depict Scipio Africanus in a more positive light, reducing his trustworthiness.

    Similarly, summary sentences at the end of paragraphs that broadly state that the sources used prove a particular point are typically evidence of Synthesising, rather than a judgment of usefulness

  – at the top performance level, judgments must be both discerning and well-reasoned

  – discerning judgments are perceptive and discriminating and weigh up the strengths and limitations of the source in connection to the focus of the inquiry, e.g.

    - Polybius is highly reliable when considering Scipio Africanus's tactics at Zama due to his rigorous investigative methods and military expertise. His access to both veterans and Roman records allow him to analyse battlefield manoeuvres with technical accuracy. However, his close ties to the Scipionic circle may result in overemphasis of Scipio's virtue and strategic brilliance. More favourable claims, such as Hannibal's reverence at Scipio's 'magnanimity and daring', may be slightly exaggerated, slightly reducing reliability (Polybius, c. mid-2nd century BCE/1925)

  – well-reasoned judgments are supported by explanations that substantiate the claim made. These explanations are specific to the evidence from the source and highly relevant to the investigation. For instance, a well-reasoned judgment about usefulness considers how useful the evidence from a source is in relation to the decision or argument presented in the response, e.g.

    - Taylor provides an especially useful interpretation of the events recorded by Polybius, as he suggests a plausible strategy behind Scipio's actions that is absent from Polybius's account

  – judgments of usefulness and reliability should not be made at the expense of other criteria, e.g. where students focus heavily on making judgments, this may affect their ability to present a historical argument where ideas are logically and purposefully conveyed

  – there is no requirement that judgments must be made for all sources used, or that judgments about both usefulness and reliability are made for each source chosen for evaluation. Instead, students should carefully consider which sources to evaluate, ensuring that judgments about both usefulness and reliability are evident across the response.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The number of marks allocated to each assessment objective assessed in this instrument has been revised. Synthesising is now worth 5 marks in the 2025 syllabus, with all other objectives worth 4 marks each.

- For Devising and Conducting, the 2025 syllabus requires the use of ancient and modern historical sources rather than primary and secondary sources. All other criteria refer to historical sources. The additional subject-specific information (2025 syllabus and AS resource, pp. 8–9) provides further explanation of these source types.

- The features of an IA3 (2025 syllabus and AS resource, p. 11) now specify that the student's key inquiry question must be included at the beginning of their response. This is one of the features of a historical essay based on research that is assessed in Communicating.

Schools should also:

- refer to the Additional subject-specific information section of the 2025 syllabus and AS resource (pp. 7–11) for further support in developing and delivering a course of study in Ancient History

- apply the best-fit approach correctly when using the ISMG, i.e. match the evidence to the descriptors, decide on the appropriate performance level, then decide on the appropriate mark within that performance level. For example, if all three descriptors at the top performance level (3–4 mark range) in Comprehending are met, the top mark in the range (4) is awarded

- understand that when making judgments, assessment evidence of student performance in each criterion is matched to a performance-level descriptor that describes the *typical* characteristics evident in the student response

- when academic misconduct is identified, follow the school assessment policy in alignment with the following sections of the *QCE and QCIA policy and procedures handbook v7.0*
  - Section 8.1 — Understanding academic integrity
  - Section 8.2.8 — Authenticating student responses
  - Section 8.4 — Developing a school assessment policy
  - Section 11.1.5 — Inability to establish authorship.

## Samples

The following excerpt demonstrates the upper performance level of the Evaluating criterion.

This response focused on the extent to which Cicero's *Catilinarian Orations* both reflected and contributed to the political instability of the late Roman Republic. The judgment about Cicero's reliability takes into account Cicero's personal involvement in the events he discusses and his motivations in giving the speech, highlighting how these factors weaken the reliability of his evidence. When judging how useful Cicero's *Catilinarian Orations* are, the response considers Cicero's proximity to the events as well as his social class in determining why the source is useful.

Further, Steel's perspective is considered when her work is evaluated for its usefulness in connection with the historical argument presented. The response also weighs up Plutarch's reliability for providing evidence about the 'real social and political dynamics of the late Roman Republic', making a clear connection between the judgment and the argument presented.

This reliability judgment considers Plutarch's motives in writing, as well as his choice of source material in constructing his narrative.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Cicero's *Catilinarian Orations* reflected the increasing instability of the Late Roman Republic, shaped by widespread debt and senatorial fear of popular uprisings. Delivered during his consulship in 63 BC, Cicero's first oration accused Lucius Sergius Catilina of plotting to overthrow the Roman Republic. *In Catilinam I,* He described Catiline's followers as "enemies of good men", highlighting the Senate's anxiety toward the urban poor and indebted elite. As a primary source, Cicero's speech is useful in understanding how Rome's ruling class perceived the threat posed by civil unrest. However, its reliability is limited by Cicero's role as both a political participant and beneficiary of the crisis. The oration was designed to justify his actions and elevate his status as consul, therefore, it cannot be treated as an impartial and unbiased account. However, it still offers valuable insight into how economic instability and fear of revolution were central to politics at the time. Sallust's *The War With Catiline* provides corroborating evidence that the conspiracy was fuelled by Rome's debt crisis and social inequality. He notes that Catiline attracted "anyone who had contracted an immense debt." Writing approximately around 20 years after the events, Sallust brings a senatorial bias to his account. While Sallust shared Cicero's concerns about social decay, he offers more critical distance, helping to confirm that the socio-economic grievances cited by Cicero were not merely rhetorical fabrications but reflected deeper structural problems in the Republic. Modern historian Catherine Steel further supports this interpretation, arguing that the Catilinarian Orations were a response to contention among the elite, who feared the Republic could no longer mediate between the interests of rich and poor. Steel's work offers valuable perspective by situating Cicero's orations within a broader political and economic context, showing that his speeches were not just personal attacks but attempts to stabilise a collapsing system. This interpretation is conflicted by Plutarch in his *Life of Cicero*, who frames Cicero as a virtuous hero acting in defence of the Republic, claiming that Cicero "saved his country" after publicly denouncing and exiling the traitorous Caitline. Writing in the second century AD, Plutarch's biography is shaped by moralistic aims and a focus on character over historical causation. In his own work, *Life of Alexander*, he explicitly states "I am writing biography, not history." Highlighting his intention to craft moral portraits of individuals, rather than objective historical narratives. His distance from the events and use of only sources that suit his narrative, heavily impact his reliability as a source for understanding the real social and political dynamics of the late Roman Republic. Nonetheless, his account reflects a contrasting tradition that viewed Cicero's actions as noble rather than destabilising. Together, these sources suggest that Cicero's orations both reflected the instability of the Late Republic and helped frame the crisis in a way that reinforced and promoted fear. While not impartial, Cicero's speeches captured the socio-political tensions of his time, and their impact was reinforced by contemporary and modern evidence that points to debt and disenfranchisement as central forces in Rome's decline.
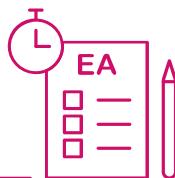
# External assessment

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. The external assessment papers and the EAMG are published in the year after they are administered.

# Examination — short responses to historical sources (25%)

## Assessment design

The assessment instruments for the General and AS were designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the relevant syllabus. Each examination consisted of four questions (40 marks).

The assessment required students to respond in paragraphs to short response questions using evidence from the 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.

For the General syllabus, the examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 11: Julius Caesar.

For the AS, the examination assessed subject matter from AS Unit 2. Questions were derived from the context of Topic 5: Alexander the Great.

## Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG).

### Effective practices

Overall, students responded well when they:

- understood the requirements of each cognition, e.g. when explaining, students provided an unpacking of evidence, linking this to the assertion made in the response

- demonstrated an understanding of concepts and issues in the stimulus related to the question/s

- structured responses in a clear and logical way, responding directly to the question without including extraneous information

- used terms from the provided stimulus appropriately (in historical context).

### Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- ensure students have many opportunities to practise making judgments about the reliability of evidence from historical sources. A discerning judgment about reliability weighs up strengths

*and* limitations of evidence and must be considered in relation to the question. When making judgments about reliability, it should be considered that

- marks cannot be awarded for generic or pre-prepared judgments that are broadly about the author of a source but are supported by outside knowledge that is not drawn or reasonably inferred from the stimulus provided

- judgments must be supported by evidence from the source/s provided, e.g. explaining that an author's perspective may mean they present Caesar in a favourable way, despite no evidence of a favourable representation of Caesar in the source, is not a reasoned use of evidence in support of the judgment made

- the judgment must consider the reliability of the source in relation to the question posed, e.g. the extent to which the source excerpt provided is reliable for providing evidence about Caesar's motives in establishing the Triumvirate (General syllabus) or the Persian experience under Alexander (AS)

- ensure students practise using evidence that is drawn or reasonably inferred from the stimulus provided to support explanations. For example, when asked to explain a possible motive of a source/s, a student must draw the motive and explanation from the source excerpt and/or its context statement, rather than using their prior knowledge about the topic to do this

- ensure students understand that no marks are awarded for inclusion of information that is not drawn, or reasonably inferred, from the stimulus provided. This includes the use of terms that do not appear in the stimulus.

## Additional advice

- From 2026, schools select *one* of the personality options that has been nominated by the QCAA for the external assessment. Personality options are not listed in the syllabus. Schools will be notified of the options at least two years before the external assessment is implemented (2025 syllabus, p. 25; AS resource, pp. 19, 25). The personality options for 2026 are Julius Caesar or Cleopatra, as outlined in QCAA memo 016/24 and QCAA memo 044/25.

- From 2027, schools delivering the AS will choose from the same personality options as schools delivering the General syllabus each year. Delivery options for this include

  - alternating between personality options each year, e.g. the external assessment topic chosen for 2026 is Cleopatra, then Julius Caesar in 2027

  - selecting the same personality each year (i.e. for 2026 and 2027), ensuring students do not repeat the personality studied in the first two units, e.g. the external assessment topic chosen for 2026 and 2027 is Julius Caesar. Students in their second unit of study in 2026 study a different personality so they do not duplicate content in their final unit in 2027.

- The 2019 syllabus specified the approximate weighting of assessment objectives for the external assessment. This information has been removed from the 2025 syllabus, so there is no prescribed approximate percentage of marks for each assessment objective. Similarly, there is no prescribed number of questions.

## Samples

### Short response

Question 2 (AS examination)

This question required students to analyse evidence from Sources 2 and 3 in the stimulus book to explain the extent of Alexander's power, and a possible motive for the creation of each source.

Effective student responses:

- explained the *extent* of Alexander's power, rather than simply explaining that he was powerful

- explained a possible motive for each source, based on evidence in the sources provided

- used well-chosen evidence from both Source 2 and Source 3 to support these explanations, rather than relying on prior knowledge.

This excerpt has been included:

- to demonstrate explanation of the extent of Alexander's power, using well-chosen evidence from Source 2 to support the point being made

- to demonstrate identification of a possible motive for the creation of Source 2, explained using well-chosen evidence.

> Sources 2 and 3 both show the vast extent of Alexander's power as it had a vast geographical reach and also lasted years after his death. Source 2, a Thracian coin, was minted approximately 20-40 years after Alexanders death, and depicts him with the horns of Ammon, with Athena pictured on the reverse. This shows that Alexander's power was related to that of gods, and he himself has been pictured as a god. This shows the vast extent of his power as he was still used as propaganda after his death due to his extra ordinary life. The horns of Ammon insinuate that he was, or at least as powerful as, an Egyptian god. The reverse pictures Athena, the patron goddess of Athens, as she symbolises

victory and so does Nike, showing that Alexander was linked to victory. The shield [struck: shield] pictured with Athena also has a lions head, possibly symbolising Hercules and his 12 labours, [struck: possibly] hinting to Alexander's supposed divinity. ✳ see back.

Q2. ✳ This source was created to further legitimise the reign of King Lysimachus as he is relating himself and his accomplishments back to Alexander. This shows that Alexander was still viable propaganda long after his death as King Lysimachus was still leveraging his work he did under Alexander. This shows a [struck: large extent] [struck: ✕✕] Alexander's [struck: Pa...] power was vast and to a large extent

## Question 4 (General examination)

This question required students to synthesise evidence from Sources 6, 7, 8 and 9 in the stimulus book in response to the question: To what extent did the conspirators kill Caesar for the greater good of the Roman Republic? Students were instructed to include an explanation of how evidence from two of the sources corroborated a point being made in their historical argument.

Effective student responses:

- presented a sophisticated historical argument about the extent to which the conspirators killed Caesar for the greater good of the Roman Republic

- skilfully combined evidence from all four sources to develop the historical argument

- demonstrated use of relevant terms in historical context

- demonstrated an informed understanding of concepts and issues related to the question

- explained how two sources corroborated a point being made in the historical argument presented, using evidence from these sources to support this explanation

- organised paragraph/s purposefully to convey ideas relating to the question, acknowledging sources used.

These excerpts have been included to:

- demonstrate the way in which evidence from the four sources can be used to develop a sophisticated historical argument that directly responds to the question. Excerpts 1 and 2 provide extracts of two paragraphs from the same response

- provide an example (Excerpt 1) of a paragraph that presents the historical argument which acknowledges the range of key ideas present in the provided sources — that while there is evidence to suggest that Caesar's assassination was personally motivated, the conspirators were predominantly acting for the greater good of the Republic. This paragraph then combines evidence from Sources 6 and 7, developing the aspect of the argument related to the personal motivations of Caesar's assassins

- provide an example (Excerpt 2) in which the aspect of the argument relating to the preservation of the Roman Republic is developed, using evidence from Sources 8 and 9. Across the response, evidence from all four sources is skilfully combined to develop the historical argument, some of which can be seen in Excerpts 1 and 2.

---

**Excerpt 1**

While personal ~~gro~~ grudges and ~~a general~~ dislike for Caesar may have contributed to Caesar's assasination to a small extent, the conspirators largely killed Caesar for the greater good of the Roman Republic. Professor of ancient history, HH scullard, writes that "some had private [disagreements] with Caesar, ~~as~~ and some [...] were Pompeians who had suffered in the civil war" (source 6). This suggests that some of the assasins ~~definitely disliked~~ Caesar or were ~~ideologically~~ personally opposed to him after their alignment in the civil war, which may have spurred some of their personal ~~desire for Caes~~ desire to participate in^(or condone) the assasination. This can be further seen in Cicero's philosophical work 'on Duties' where he explicity states that Caesar "approves of the destruction of laws and of liberty" (source 7), demonstrating his ~~disapproval~~ disapproval of caesar's conduct that warrants tyrannicide.

---

**Excerpt 2**

Despite the evidence of some personal grudges and dislike for Caesar, Parenti states that "such incidents hardly explain why the optimates opted for murder" (source 8). Parenti's statement suggests that the extreme nature of murder as a solution can be better explained by another motivator. In Nicolaus of Damascus's 'Life of Augustus' he describes Caesar's actions that were King-like, ~~even if~~ despite Caesar ~~refused~~ refusing the crown and title. ~~Damascus~~ Nicolaus writes that "Caesar was sitting in a golden chair on the [stage], wearing a purple toga" (source 8);