



Ancient History 2025 v1.2

IA3: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Devising and Conducting	4	
Comprehending	4	
Analysing	4	
Evaluating	4	
Synthesising	5	
Communicating	4	
Overall	25	

Conditions

Technique	Investigation — historical essay based on research
Unit	Unit 4: People, power and authority
Topic/s	Topic 5: Ancient Rome — Civil War and the breakdown of the Republic
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their response in class time and their own time. The key inquiry question and direct quotes are included in the word count.
Resources	Open access to resources.

Context

You have been investigating the nature and exercise of power and authority during the Civil War and the breakdown of the Roman Republic. Using a range of sources, you have examined the key phases by which power and authority are challenged by conflict — causation, course and consequences — and, through these, the important concepts of historical continuity and change.

Task

This task requires you to complete historical research in an area associated with the Civil War and the breakdown of the Roman Republic that is not the focus of the external assessment topic.

You will write a historical essay based on research that includes all its features. To do this you will:

- devise a key inquiry question
- conduct research, locating evidence from both ancient and modern historical sources
- write a historical essay based on research that includes
 - your key inquiry question included at the beginning of your response
 - an introduction (which sets the context and includes the hypothesis and an outline of your historical argument)
 - body paragraphs with topic sentences
 - a conclusion (which draws together the main ideas and historical argument)
 - ethical scholarship in the form of a recognised system of referencing and a reference list.

Checkpoints

- ☐ Term _ Week _ : Background research, key inquiry question
- ☐ Term _ Week _ : Hypothesis, evidence located
- ☐ Term _ Week _ : Final hypothesis and essay plan
- ☐ Term _ Week _ : Draft due (including reference list)

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will use plagiarism-detection software to submit your response.

Instrument-specific marking guide (IA3): Investigation (25%)

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> development and application of a nuanced key inquiry question discerning selection of relevant evidence from ancient and modern historical sources acknowledgment of different perspectives in the evidence from historical sources 	3–4
<ul style="list-style-type: none"> development and application of a key inquiry question selection of relevant evidence from ancient and modern historical sources acknowledgment of perspectives in the evidence from historical sources 	2
<ul style="list-style-type: none"> includes a key inquiry question selection of evidence from sources. 	1
The student response does not satisfy any of the descriptors above.	0

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and mostly accurate use of terms in historical context informed understanding of concepts related to the key inquiry question detailed explanation of issues related to the key inquiry question 	3–4
<ul style="list-style-type: none"> appropriate use of terms in historical context reasonable understanding of concepts related to the key inquiry question adequate explanation of issues related to the key inquiry question 	2
<ul style="list-style-type: none"> partial and/or inaccurate use of terms superficial understanding of concepts. 	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning selection and detailed examination of features of evidence from historical sources 	4
<ul style="list-style-type: none"> effective examination of features of evidence from historical sources 	3
<ul style="list-style-type: none"> adequate examination of features of evidence from historical sources 	2
<ul style="list-style-type: none"> identification of feature/s of evidence from historical sources 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
• discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources	4
• effective judgments about the usefulness and reliability of evidence from historical sources	3
• adequate judgments about the usefulness and/or reliability of evidence from historical sources	2
• superficial, irrelevant and/or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.	1
The student response does not satisfy any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
• sophisticated historical argument that skilfully combines evidence from historical sources to justify decisions	5
• effective historical argument that combines evidence from historical sources to justify decisions	4
• basic historical argument that combines evidence from historical sources to support decisions	3
• superficial historical argument that combines evidence from historical sources	2
• superficial historical argument or non-historical argument that refers to evidence from sources.	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
• conveys ideas related to the key inquiry question clearly and purposefully • all features of a historical essay based on research are consistently applied • minimal errors in spelling, grammar and punctuation	3–4
• conveys ideas related to the key inquiry question purposefully • most features of a historical essay based on research are applied • some errors in spelling, grammar and punctuation	2
• conveys idea/s related to the key inquiry question superficially • features of a historical essay based on research are inconsistently applied • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
The student response does not satisfy any of the descriptors above.	0

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