Time allowed

- Perusal time: 10 minutes
- Working time: 2 hours 30 minutes

Examination materials provided

- Paper Two – Question and response book
- Paper Two – Historical sources book

Equipment allowed

- QSA-approved equipment

Directions

Do not write in this book during perusal time.
Paper Two requires an extended written response to historical evidence. There are three questions. Respond to one question only.

Assessment

Assessment standards are at the end of this book.

After the examination

The supervisor will collect this book when you leave the examination room.
Read all the texts in the historical sources book before responding to one of the following questions.
Extended written response to historical evidence

Paper Two relates to your study of Augustus from Studies of power (Theme 3 of the 2008 senior external syllabus for Ancient History).

Respond to one of the following questions. An extended written response of 600–800 words is required.

Use the sources provided in the Paper Two – Historical sources book in conjunction with your own historical knowledge. Ensure sources are used critically, not just summarised. Emphasis should be given to the unseen sources. (Source D must be used.)

Clearly indicate the sources of any quoted or paraphrased ideas.

Planning space is provided.

Suggested time allocation:

- studying the sources: 30 minutes
- planning and writing your essay response: 2 hours.

Either

**Question 1**

What do the sources reveal about the “image” of power and the “reality” of power in the reign of Augustus, and which was more effective in securing the success of his reign?

or

**Question 2**

Evaluate the nature of power in the reign of Augustus.

or

**Question 3**

To what extent can the claims made by Augustus in his Res Gestae be considered trustworthy?

End of Paper Two
Planning space
Assessment standards from the 2008 Senior External Syllabus for Ancient History

**Paper Two**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>Forming historical knowledge through critical inquiry</td>
<td>In response to historical questions, the candidate: • uses a diversity of primary and secondary sources to: --comprehend and apply explicit and implicit meanings --analyse to identify implicit and explicit patterns of information and categorise evidence --perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source --corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td>In response to historical questions, the candidate: • uses primary and secondary sources to: --comprehend explicit and implicit meanings --analyse to identify explicit patterns and allocate information to categories --interpret values and motives and identify perspectives --corroborate secondary sources • evaluates the relevance, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td>In response to historical questions, the candidate: • generally uses primary and secondary sources to: --comprehend explicit meanings --identify simple and familiar concepts, values and motives that are explicit --analyse to identify obvious themes or patterns --recognise relevant sources --detect bias in sources • refers to mainly secondary sources to make obvious decisions.</td>
<td>In response to historical questions, the candidate: • generally, when dealing with historical sources: --identifies basic explicit facts --comprehends some of the explicit meaning --groups information according to identified classifications --where decisions are made, supports them mainly with opinions.</td>
<td>In response to historical questions, the candidate: • generally uses primary and secondary sources to: --comprehend explicit meanings --identify simple and familiar concepts, values and motives that are explicit --analyse to identify obvious themes or patterns --recognise relevant sources --detect bias in sources • refers to mainly secondary sources to make obvious decisions.</td>
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When using written forms in examination conditions, the candidate:

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<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected accurate definitions and historical knowledge</td>
<td>• communicates some recall or selection of accurate historical knowledge</td>
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<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents responses to basic historical research questions that:</td>
<td>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
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<td>– incorporate concepts of change and continuity over time</td>
<td>– refer to the causes and consequences of changes and continuities over time</td>
<td>– incorporate some direct reference to appropriate sources of historical evidence</td>
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<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions</td>
<td>– convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions</td>
<td>– incorporate some direct reference to appropriate sources of historical evidence</td>
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<td>– accord closely with the style and conventions applicable to the format of the required response</td>
<td>– accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
<td>– use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
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<td>– refer to evaluation processes without disrupting the argument</td>
<td>– incorporate direct and indirect reference to relevant historical evidence</td>
<td>– produces responses that may not meet all of the stipulated requirements.</td>
<td>• produces incomplete responses that do not meet stipulated requirements.</td>
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