



## SAMPLE ASSESSMENT TASKS

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**ANCIENT HISTORY**  
**ATAR YEAR 11**  
**(SAMPLE 1)**

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## Sample assessment task

### Ancient History – ATAR Year 11

#### Task 10 – Unit 2

**Assessment type:** Historical inquiry

#### **Conditions**

Period allowed for completion of the task: 6 weeks

One week of class time and homework

The validation essay will be written in class at the end of the research period

#### **Task weighting**

10% of the school mark for this pair of units

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### **Investigate a significant feature of Roman society**

#### **Part A**

Select **one (1)** of the following significant features of Roman society to investigate

- slavery
- art and architecture
- weapons and warfare
- technology and engineering
- the family
- beliefs, rituals, festivals and funerary practices.

1. Devise a proposition. (2 marks)
2. Devise a set of focus questions to test your proposition. Use the Historical Knowledge and Understanding content dot points for significant features listed in the syllabus to guide your research. (3 marks)
3. Select a range of sources which provide different perspectives, including **at least three (3)** ancient sources. (6 marks)
4. Use an appropriate note-making framework to record your findings.  
The inquiry notes must:
  - support the proposition (or present an alternate view)
  - address the focus questions
  - be clear, ordered, and succinct (headings can be used)
  - cover all aspects of your inquiry.The source of the information for your research notes must be recorded according to school protocols. (10 marks)
5. Construct a bibliography according to school protocols. (4 marks)

Notes and the bibliography are to be submitted at the same time as the validation essay.

**Total = 25 marks**

**Part B**

The validation essay will be written in class.

Research notes can be used when writing the essay.

These notes and your bibliography will be submitted with your essay at the end of class.

**Sample validation essay**

What part did the 'significant feature' selected for investigation play in Roman society? What evidence supports the proposition that the 'significant feature' selected for investigation actually played an important part in Roman society?

**Total = 20 marks**

## Marking key for sample assessment task 10 – Unit 2

### Part A: Historical inquiry process

Description	Marks
<b>Proposition</b>	
Devises a clear proposition to be tested	2
Devises a simple proposition to be tested	1
<b>Subtotal</b>	<b>2</b>
<b>Focus questions</b>	
Devises a set of questions which clearly identifies the key areas of the topic and relates directly to the proposition or a part of it	3
Devises a set of questions which identify some areas of the topic and link to the proposition or part of it	2
Uses simple questions that may or may not link to the proposition or part of it	1
<b>Subtotal</b>	<b>3</b>
<b>Selection of sources</b>	
Selects a range of sources that: <ul style="list-style-type: none"> <li>provide accurate information and evidence appropriate to the inquiry</li> <li>provide different perspectives</li> <li>include at least three ancient sources appropriate to the inquiry</li> </ul>	5–6
Selects some sources that: <ul style="list-style-type: none"> <li>provide some information and evidence appropriate to the inquiry</li> <li>provide some different perspectives</li> <li>include one or two ancient sources that may be appropriate to the inquiry</li> </ul>	3–4
Selects a few sources that: <ul style="list-style-type: none"> <li>provide limited information</li> <li>show one perspective</li> <li>include only modern sources that may or may not be appropriate to the inquiry</li> </ul>	1–2
<b>Subtotal</b>	<b>6</b>
<b>Inquiry notes</b>	
Presents notes in a clear, ordered, succinct fashion, using an appropriate note-making framework	2
Presents notes in some order	1
<b>Subtotal</b>	<b>2</b>
Makes notes that support the proposition (or present an alternate view)	2
Makes notes that provide some support for the proposition	1
<b>Subtotal</b>	<b>2</b>
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
<b>Subtotal</b>	<b>2</b>
Makes notes that are relevant to key areas of the inquiry	2
Makes notes that relate to some areas of the inquiry	1
<b>Subtotal</b>	<b>2</b>
Evidence is cited correctly in notes	2
Evidence is cited but not always correctly	1
<b>Subtotal</b>	<b>2</b>
<b>Bibliography</b>	
Follows correct format according to school protocols	3–4
Follows a simple format, listing sources used	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>25</b>

**Part B: Validation essay**

Description	Marks
<b>Introductory paragraph</b>	
Clearly relates to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay	3
Contains a few sentences outlining the theme of the essay and including a simple proposition	2
Provides a general indication that the topic is understood, including a simple proposition OR Consists of a sentence or two outlining the 'who' or 'what' to be discussed in the essay	1
<b>Subtotal</b>	<b>3</b>
<b>Identification of the role played by the 'significant feature' in Roman society</b>	
Clearly identifies the role played by the 'significant feature' in Roman society Uses examples to support the answer	3
Identifies the role played by the 'significant feature' in Roman society Uses limited examples in an attempt to support the answer	2
Partially identifies the role played by the 'significant feature' in Roman society Provides minimal or no examples	1
<b>Subtotal</b>	<b>3</b>
<b>Identification and discussion of evidence that supports the argument</b>	
Provides detailed, accurate and relevant evidence to support the argument that the 'significant feature' played an important role in Roman society Uses and cites accurately a range of ancient and modern sources to support arguments	5–6
Provides mainly accurate and relevant evidence throughout the essay, including ancient and modern sources Uses some relevant quotations and sources as supporting evidence which are cited in some coherent fashion	3–4
Provides limited evidence that is sometimes inaccurate or irrelevant	1–2
<b>Subtotal</b>	<b>6</b>
<b>Development of argument</b>	
Develops a sustained, logical and coherent argument which shows a depth of analysis Uses appropriate historical terminology and concepts	5
Develops an argument which is mostly analytical, logical and coherent Uses some appropriate historical terminology and concepts	4
Attempts to develop an argument Uses some appropriate historical terminology	3
Provides a response which contains a number of generalisations and statements that lack supporting evidence Uses little if any historical terminology	2
Provides a disjointed discussion which suggests little understanding of the topic	1
<b>Subtotal</b>	<b>5</b>
<b>The conclusion</b>	
Draws the essay's argument or point of view together Links evidence raised with the original proposition	3
Summarises the essay's point of view	2
Provides a very superficial conclusion which vaguely summarises the essay's general focus OR Repeats the proposition stated in the introduction	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>
Note: The specific points made in the responses will depend on the 'significant feature' that was investigated and sources selected during the inquiry.	











## Marking key for sample assessment task 1 – Unit 1

1. Answer **one (1)** of either (a) or (b):

(a) Explain **three (3)** factors which must be considered when authenticating archaeological sources or artefacts.

Description	Marks
Provides a clear, detailed explanation of three factors which must be considered when authenticating archaeological sources or artefacts Uses examples to support the answer (2 marks each)	6
Provides a clear, detailed explanation of two factors which must be considered when authenticating archaeological sources or artefacts Uses examples to support the answer (2 marks each) <b>AND</b> Describes a third factor with limited detail and examples (1 mark)	5
Provides a clear, detailed explanation of two factors which must be considered when authenticating archaeological sources or artefacts Uses examples to support the answer (2 marks each)	4
Provides a clear, detailed explanation of one factor which must be considered when authenticating archaeological sources or artefacts Uses examples to support the answer <b>AND</b> Describes one or two factors with limited detail and examples <b>OR</b> Describes three factors with limited detail and examples	3
Provides a clear, detailed explanation of one factor which must be considered when authenticating archaeological sources or artefacts Uses examples to support the answer <b>OR</b> Describes two factors with limited detail and examples	2
Describes one factor with limited detail and examples	1
<b>Total</b>	<b>6</b>
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• the context in which the artefact was found</li> <li>• the condition of the artefact</li> <li>• whether the artefact can be dated</li> <li>• the reliability of the source</li> </ul>	

OR

(b) Explain **three (3)** factors which must be considered when authenticating written sources.

Description	Marks
Provides a clear, detailed explanation of three factors which must be considered when authenticating written sources Uses examples to support the answer (2 marks each)	6
Provides a clear, detailed explanation of two factors which must be considered when authenticating written sources Uses examples to support the answer (2 marks each) <b>AND</b> Describes a third factor with limited detail and examples	5
Provides a clear, detailed explanation of two factors which must be considered when authenticating written sources Uses examples to support the answer (2 marks each)	4
Provides a clear, detailed explanation of one factor which must be considered when authenticating written sources Uses examples to support the answer <b>AND</b> Describes one or two factors with limited detail and examples <b>OR</b> Describes three factors with limited detail and examples	3
Provides a clear, detailed explanation of one factor which must be considered when authenticating written sources Uses examples to support the answer <b>OR</b> Describes two factors with limited detail and examples	2
Describes one factor with limited detail and examples	1
<b>Total</b>	<b>6</b>
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• the type of written source it is</li> <li>• who wrote the source and when</li> <li>• the writer's purpose</li> <li>• the intended audience</li> <li>• the reliability of the source</li> </ul>	

2. Explain the difference between relative dating techniques and absolute dating techniques.

Provide examples to support your answer.

Description	Marks
<ul style="list-style-type: none"> <li>• Relative dating techniques use the principles of stratigraphy (dating different levels of strata to establish chronological sequence) and typology (establishing a sequence for artefacts such as pottery from earliest to latest types)</li> <li>• Relative dating techniques establish approximate dates based on the context of where the items are found</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• Absolute dating techniques use scientific methods such as radiocarbon dating (measuring the decay of Carbon-14 which is a radioactive isotope in organic matter), dendrochronology (tree ring dating), or thermoluminescence dating (another type of radioactive dating)</li> <li>• Absolute dating techniques establish exact or absolute dates for artefacts rather than approximations based on the items found with the artefact</li> </ul>	1–2
<b>Total</b>	<b>4</b>

3. Answer **one (1)** of either (a) or (b):

(a) Identify the Mycenaeans and explain how they are linked to an understanding of ancient Troy and its destruction.

Description	Marks
<b>Identification of Mycenaeans</b>	
Accurately identifies the Mycenaean civilisation and briefly describes key factors regarding the civilisation	2
Briefly states who the Mycenaeans were	1
<b>Subtotal</b>	<b>2</b>
<b>Explanation of the link between the Mycenaeans and an understanding of ancient Troy and its destruction</b>	
Provides an accurate and detailed explanation of the ways the Mycenaeans are linked to an understanding of ancient Troy and its destruction Uses examples to support the answer	4
Provides an explanation of some of the ways the Mycenaeans are linked to an understanding of ancient Troy and its destruction Uses some examples to support the answer	3
Attempts to explain the ways the Mycenaeans are linked to an understanding of ancient Troy and its destruction Uses limited examples which may support the answer	2
States one or two ways the Mycenaeans are linked to an understanding of ancient Troy and its destruction	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>6</b>
Note: The specific points made in the responses will depend on what has been taught in the classroom.	

**OR**

(b) Identify the Hittites and explain how they are linked to an understanding of ancient Troy and its destruction.

Description	Marks
<b>Identification of Hittites</b>	
Accurately identifies the Hittite civilisation and briefly describes key factors regarding the civilisation	2
Briefly states who the Hittites were	1
<b>Subtotal</b>	<b>2</b>
<b>Explanation of the link between the Hittites and an understanding of ancient Troy and its destruction</b>	
Provides an accurate and detailed explanation of the ways the Hittites are linked to an understanding of ancient Troy and its destruction Uses examples to support the answer	4
Provides an explanation of some of the ways the Hittites are linked to an understanding of ancient Troy and its destruction Uses some examples to support the answer	3
Attempts to explain the ways the Hittites are linked to an understanding of ancient Troy and its destruction Uses limited examples which may support the answer	2
States one or two ways the Hittites are linked to an understanding of ancient Troy and its destruction	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>6</b>
Note: The specific points made in the responses will depend on what has been taught in the classroom.	

4. A number of famous artefacts have been deemed fakes or forgeries, or questions have been raised about their authenticity or dating.

- (a) Identify **one (1)** such artefact.

Description	Marks
Accurately identifies an artefact which has been deemed a fake or forgery, or one that is questionable in terms of authenticity or dating	1
<b>Total</b>	<b>1</b>
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• Piltdown Man</li> <li>• Turin Shroud</li> <li>• Priam's treasure</li> </ul>	

- (b) Explain the evidence the artefact identified in (a) was intended to provide.

Description	Marks
Provides an accurate and detailed explanation of the evidence the artefact was supposed to provide Uses relevant examples to support answer	4
Provides an explanation of the evidence the artefact was supposed to provide Uses some examples to support answer	3
Attempts to explain the evidence the artefact was supposed to provide Uses limited examples to support answer	2
States some of the evidence the artefact was supposed to provide	1
<b>Total</b>	<b>4</b>
Note: The specific points made in the responses will depend on the artefact being discussed and what has been taught in the classroom.	

- (c) Discuss the difficulties associated with authenticating such artefacts.

Description	Marks
Identifies a number of the difficulties associated with authenticating certain artefacts and provides a detailed discussion of these difficulties	4
Identifies a few of the difficulties associated with authenticating certain artefacts and provides a limited discussion of these difficulties	3
Identifies one or two of the difficulties associated with authenticating certain artefacts and provides a brief description of these difficulties	2
Identifies a difficulty associated with authenticating certain artefacts and provides a limited description of the difficulty	1
<b>Total</b>	<b>4</b>
Note: The specific points made in the responses will depend on the artefact being discussed and what has been taught in the classroom.	







## Marking key for sample assessment task 9 – Unit 2

1. Explain the historical context of Source 1.

Description	Marks
Identifies the focus of the source and provides specific details of dates/events/people	4
Identifies the focus of the source and outlines the dates/events/people	3
Identifies the focus of the source and outlines some of the dates/events/people	2
Identifies the focus of the source	1
<b>Total</b>	<b>4</b>
Note: <ul style="list-style-type: none"> <li>The broader historical context for sources on either the Second Punic War or Hannibal is the conflict between Rome and Carthage which had already resulted in the First Punic War.</li> <li>The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.</li> </ul>	

2. Explain the key message/s of Source 2. Provide evidence in your response.

Description	Marks
Accurately identifies and clearly explains the message/s of Source 2 Provides clear evidence to support the answer	4
Identifies and briefly explains the message/s of Source 2 Provides limited evidence to support the answer	3
Identifies and describes a message of Source 2, with little explanation and/or evidence provided	2
Answer reflects little understanding of Source 2, with a simple recount of the contents of the source	1
<b>Total</b>	<b>4</b>
Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

3. Identify and account for the perspectives of Sources 1 and 2.

Your answer should include specific reference to the sources and may include discussion of purpose, motive, place, time and/or contestability.

Description	Marks
Accurately identifies the perspective of Source 1	1
Accurately identifies the perspective of Source 2	1
<b>Subtotal</b>	<b>2</b>
<b>Account for the perspectives of Source 1 and Source 2</b>	
Provides a clear and detailed account for the perspectives of Source 1 and Source 2 Account includes a discussion of the following factors as appropriate to each source: <ul style="list-style-type: none"> <li>purpose and/or motive and/or</li> <li>place and/or time and/or</li> <li>contestability</li> </ul> Provides a clear and detailed account for the perspectives of one source Account includes a discussion of the following factors as appropriate to the source: <ul style="list-style-type: none"> <li>purpose and/or motive and/or</li> <li>place and/or time and/or</li> <li>contestability</li> </ul>	4

<b>Account for the perspectives of Source 1 and Source 2</b>	
Provides a clear and detailed account for the perspectives of one source Account includes a discussion of the following factors as appropriate to the source: <ul style="list-style-type: none"> <li>• purpose and/or motive and/or</li> <li>• place and/or time and/or</li> <li>• contestability</li> </ul> AND Provides a limited account for the perspective of the other source Account includes a limited discussion of some of the following factors as appropriate to the source: <ul style="list-style-type: none"> <li>• purpose and/or motive and/or</li> <li>• place and/or time and/or</li> <li>• contestability</li> </ul>	3
Provides a limited account for the perspectives of Source 1 and Source 2 Account includes a limited discussion of some of the following factors as appropriate to each source: <ul style="list-style-type: none"> <li>• purpose and/or motive and/or</li> <li>• place and/or time and/or</li> <li>• contestability</li> </ul>	2
Makes statements about the perspectives of one source.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>6</b>
Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

4. Using your own knowledge of your period of study, evaluate the contribution of **both** sources to our understanding of the Second Punic War/Hannibal.

<b>Description</b>	<b>Marks</b>
Evaluates the contribution of Source 1 and Source 2 to an understanding of either the Second Punic War or Hannibal Draws on own knowledge of the period of study and other sources to make the evaluation of the contributions of Source 1 and Source 2	5–6
Compares the contribution of Source 1 and Source 2 to an understanding of either the Second Punic War or Hannibal Makes limited use of own knowledge or other sources in the comparison of the contributions of Source 1 and Source 2	3–4
States the contribution of either Source 1 and/or Source 2 to an understanding of either the Second Punic War or Hannibal Makes no attempt to draw on own knowledge or other sources to support the answer	1–2
<b>Total</b>	<b>6</b>
Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom, including other sources that have been used.	

## Sample assessment task

### Ancient History – ATAR Year 11

#### Task 5 – Unit 1

**Assessment type:** Essay/Extended answer

**Conditions**

Time for the task: 45 minutes

An unseen essay topic written under test conditions

**Task weighting**

5% of the school mark for this pair of units

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*The Celts: barbarians or freedom fighters, or something else? What do the sources tell us?*

Describe and account for the different interpretations and representations of the Celts which have existed over time.

**20 marks**

## Marking key for sample assessment task 5 – Unit 1

Description	Marks
<b>Description of different interpretations and representations of the Celts</b>	
Provides a clear and detailed description of a number of different interpretations/representations of the Celts over time Clearly shows the differences in these interpretations/representations	5–6
Provides a clear and detailed description of a few interpretations/representations of the Celts over time Shows some differences in these interpretations/representations	3–4
Provides a clear and detailed description of one interpretation/representation of the Celts over time	1–2
<b>Subtotal</b>	<b>6</b>
<b>Account for the different interpretations and representations of the Celts</b>	
Develops a sustained argument which provides a clear and detailed account for the different interpretations/representations of the Celts Account includes a discussion of the origin, purpose and context of the sources relating to the Celts and how these factors affect the depictions	5–6
Develops a simple argument which provides an account for the different interpretations/representations of the Celts Account includes a brief discussion of the origin, purpose and/or context of the sources relating to the Celts and how these factors affect the depictions	3–4
States a few reasons for the different interpretations and representations of the Celts	1–2
<b>Subtotal</b>	<b>6</b>
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists the description of and/or account for the different interpretations/representations of the Celts Uses, and cites accurately, ancient and/or modern sources to develop or strengthen arguments	5–6
Mainly accurate and relevant evidence throughout the essay that assists the description of and/or account for the different interpretations/representations of the Celts If sources are used as supporting evidence, they are cited in some coherent fashion	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant	1–2
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
Draws the essay's argument or point of view together, linking evidence raised with the original proposition	2
Summarises the essay's point of view	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>20</b>
<p>Note:</p> <ul style="list-style-type: none"> <li>This question invites the student to write a description of the different interpretations and representations of the Celts, which could include their depiction as barbarians or rebels by Roman sources, or freedom-fighters fighting against invaders in British and Gallic sources, or as propaganda by Napoleon. The student needs to demonstrate the differences in these various interpretations and representations in their descriptions</li> <li>This question also requires the student to account for these different interpretations and representations, which will require a discussion of the origin, purpose and context of the sources relating to the Celts and how these factors affect the depictions</li> <li>The specific points made in the responses will depend on what has been taught in the classroom.</li> </ul>	