



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY (ROME)

ATAR YEAR 11

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Sample assessment task
Ancient History (Rome) – ATAR Year 11
Unit 1 – Task 1

Assessment type:	Extended answer
Conditions	Total marks: 25 marks Time for the task: 50 minutes An unseen question, in class, under test conditions
Task weighting	10% of the school mark for this pair of units

Instructions

Write a structured response to **all** parts of the question below.

- Question 1** **(25 marks)**
- (a) Describe the key features of Tiberius Gracchus' *lex agraria*. (4 marks)
 - (b) Outline **four** of the actions taken by Tiberius Gracchus to achieve his aims. (8 marks)
 - (c) Discuss the senatorial response to the tribunate of Tiberius Gracchus. Support your answer with reference to ancient source material. (13 marks)

Marking key for Sample Assessment Task 1 – Unit 1

Question 1

(25 marks)

(a) Describe the key features of Tiberius Gracchus' lex agraria.

(4 marks)

Description	Marks
Describes the key features of Tiberius Gracchus' lex agraria accurately	4
Describes the key features of Tiberius Gracchus' lex agraria	3
Identifies and/or describes some features of Tiberius Gracchus' lex agraria	2
Makes general statements about Tiberius Gracchus' lex agraria	1
Total	/4

Answers could include

- Law proposed in the tribunate of Tiberius Gracchus in 133 BCE
- Commission of three allocate small plots of land owned by the state (ager publicus) to the landless citizens
- Ager publicus presently used by wealthy landowners to be redistributed
- Wealthy landowners compensated by being allowed to keep 500 iugera of ager publicus as private property, plus 250 iugera for up to two children
- Poor citizens charged a small rent for each plot and it is inalienable (cannot be sold)

(b) Outline **four** of the actions taken by Tiberius Gracchus to achieve his aims.

(8 marks)

Description	Marks
For each action taken by Tiberius Gracchus (4 x 2 marks)	
Outlines an action taken by Tiberius Gracchus to achieve his aims	2
Identifies an action/or makes a general statement about the actions taken by Tiberius Gracchus	1
Total	/8

Answers may include

- Tiberius Gracchus drafted the lex agraria with the assistance of senators but did not take the bill to the Senate for approval, instead he took it straight to the concilium plebis.
- When a fellow tribune (Octavius) vetoed the legislation, Tiberius used his veto to suspend public business. As Octavius continued to veto the legislation, Tiberius persuaded the assembly to depose Octavius as he was not representing the interests of the plebeians.
- Tiberius secured funding for the land commission and the lex agraria by proposing to use the funds from the personal wealth of King Attalus of Pergamum donated to Rome.
- In response to continued opposition, Tiberius proposed to stand for re-election as a tribune to ensure the land commission was established and the lex agraria was implemented. He wanted to be re-elected as tribunes were sacrosanct (protected).

- (c) Discuss the senatorial response to the tribunate of Tiberius Gracchus and their reasons/motives.
Support your answer with reference to ancient source material. (13 marks)

Description	Marks
Development of argument/historical narrative	
Constructs a coherent, analytical argument/discussion that shows analysis of the historical narrative and/or the reliability of the ancient evidence Addresses the question comprehensively	7
Constructs an argument/discussion that shows some assessment of the historical narrative and/or the reliability of the ancient evidence Addresses the question	6
Presents relevant points/information in relation to the historical narrative and/or reliability of the ancient evidence Presents the response/discussion within a logical structure Addresses most aspects of the question	5
Presents some relevant points/information in relation to the historical narrative and/or reliability of the ancient evidence Indicates direction for argument/discussion Attempts to address the question	4
Presents some points/information in relation to the historical narrative Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the historical narrative and/or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1
Subtotal	/7
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support their answer	2
Uses some historical terms in their answer	1
Subtotal	/2
Use of evidence/sources	
Uses evidence effectively to provide some support for the argument/discussion Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	4
Uses evidence to provide some support for the argument/discussion Makes some reference to relevant ancient and/or modern sources with accuracy in their response	3
Uses some evidence in the response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
Subtotal	/4
Total	/13

Answers may include

Students may integrate the discussion about the reasons/motives alongside the senatorial responses or deal with these separately.

- Members of the Senate were concerned that the *lex agraria* would take away the land they had considered part of their estates and had built family tombs on. They also feared the impacts on the wealth generated by *latifundia*.
- The Senate was offended that Tiberius Gracchus did not follow conventions of presenting legislation to the senate prior to the assembly, and took this as a sign that he was undermining their authority.
- The Senate used a variety of methods to block the legislation of the Gracchi and oppose them. Students may take a chronological approach or group examples under the same methods.
- The Senate used a fellow tribune (Octavius) to veto the legislation of Tiberius Gracchus, and then some members of the senate recommended Tiberius submit *lex agraria* to the senate as a compromise.
- The Senate refused to fund the *lex agraria* and the land commission in an attempt to block it. Tiberius' plan to use the funds from the personal wealth of King Attalus of Pergamum to fund the *lex agraria* is seen by the Senate as undermining the power of the Senate over finances and foreign policy.
- Members of the Senate threatened Tiberius Gracchus with prosecution after his tribunate ended. The Senate was concerned that a second term of office would increase Tiberius' influence over the mob. Members of the Senate spread rumours that Tiberius Gracchus was attempting to seize the crown.
- The consul, Scaevola, refused to issue the *Senatus Consultum Ultimum* (SCU) and 'would put no citizen to death without a regular trial' (Plutarch, *Life of Tiberius Gracchus*).
- Scipio Nasica (Senator) leads his supporters to the Capitol and ensures the violence leads to the death of Tiberius Gracchus and many supporters – 'championing the liberty of the republic against the domination of Tiberius Gracchus' (Cicero).

Sample assessment task

Ancient History (Rome) – ATAR Year 11

Unit 1 – Task 3

Assessment type: Short answer

Conditions Total marks: 24 marks
Time for the task: 45 minutes with 5 minutes reading time
In class, under test conditions

Task weighting 8% of the school mark for this pair of units

Instructions

You must answer all **four** questions. Write your answers in the spaces provided. **(24 marks)**

1. Explain the reasons for Sulla’s First March on Rome in 88 BCE. Refer to the historical context (background) of the First March to support your answer. **(6 marks)**

3. Describe **two** of Sulla's reforms to the senate, providing a reason for why each reform was made. (6 marks)

Marking key for Sample Assessment Task 3 – Unit 1

(24 marks)

1. Explain the reasons for Sulla's First March on Rome in 88 BCE. Refer to the historical context (background) of the First March to support your answer. (6 marks)

Description	Marks
Explains the reasons for Sulla's First March on Rome accurately Refers to the historical context of the First March to support their answer	6
Explains the reasons for Sulla's First March on Rome Refers to some aspects of the historical context of the First March	5
Explains the immediate reasons for Sulla's First March and/or refers to some aspects of the historical context of the First March	4
Outlines the immediate reasons for Sulla's First March or Refers to some aspects of the historical context of the First March	3
Identifies a reason for Sulla's First March or refers to an aspect of the historical context to the First March	2
Makes general comments about Sulla's First March	1
Total	/6

Answers may include

- The immediate reason for the First March was the tribune Sulpicius' transfer of the Mithridatic Command from Sulla to Marius. This command had legitimately fallen to Sulla as the consul of 88 BCE, but Sulpicius had enacted legislation that, without any clear reason, transferred this command to the now aged Marius.

Historical context:

- Sulpicius was attempting to secure the support of Marius, as part of his wider agenda of driving through his reform package including re-distributing the newly enfranchised Italians amongst the pre-existing thirty-five tribes.
- Sulpicius' actions as tribune not only undermined Sulla's prestige (and removed from him a key opportunity to increase his own standing and wealth) but had caused an immediate threat to Sulla's personal safety. The violence that met the consuls' attempts to block Sulpicius' transfer prompted Sulla to seek refuge in Marius' house.
- Sulla's First March was made possible by the fact that he was able, through Marius' inactivity, to secure the loyalty of the legions that had been mustered for the war. His rivals, Marius and Sulpicius, who had remained in Rome, had no troops available to them. This overwhelming military superiority in his favour might be considered among the factors that prompted Sulla to act as he did.

2. Identify key reasons for Sulla's proscriptions and explain the significance of the increase in violence on Rome. (6 marks)

Description	Marks
Identification of key reasons for Sulla's proscriptions:	
Identifies the key reasons for Sulla's proscriptions	2
Identifies a reason for Sulla's proscriptions	1
Subtotal	/2
Explanation of the significance of the increase in violence:	
Explains the significance of the increase in violence on Rome	4
Describes the significance of the increase in violence on Rome	3
Identifies the increase in violence and may include an example or an effect	2
Makes general comments regarding the increase in violence in Rome	1
Subtotal	/4
Total	/6
Answers may include	
<p>Before Sulla returned to Rome in 83 BCE, he sent a letter to the Senate stating that he would punish those who had acted against him.</p> <p>Reasons for the proscriptions:</p> <ul style="list-style-type: none"> • After marching on Rome in order to remove his enemies for the first time in 88 BCE, Sulla published new constitutional measures to control the tribunes, and insisted that one of the new consuls, Cinna, take an oath to abide by these measures; however, Cinna then raised an army, joined Marius and marched on Rome. Sulla's laws were then repealed. • Sulla was declared a public enemy and his property was confiscated. • It is assumed that many in the governing classes had been involved in these actions/processes after 88 BCE, providing Sulla with an extensive list of enemies who later appeared on the lists of the proscribed. <p>Significance of increased violence:</p> <ul style="list-style-type: none"> • Lawlessness and societal breakdown were accelerated – rewards were paid to those who killed the proscribed or provided information leading to their capture. • Appian reports that 40 senators and 1600 equites were proscribed in the first list – this destabilised the power structure and led to a fundamental change in the demographic of Senate membership. • The brutality of Sulla's control over Rome meant he was in complete control; his real and imagined enemies had been murdered or driven out, their families ruined and their property stolen. • Sulla's closest supporters benefitted from all of this. Many, like Crassus and Catiline, continued to play a significant role in Roman political life after Sulla's death. Many benefited from the proscriptions – Crassus enthusiastically supported the proscriptions and enriched himself by buying up the property of many of the proscribed. <p>Sulla provided a model of what could be achieved by a general backed by a loyal army. Roman politics after Sulla became more unstable and prone to violence.</p>	

3. Describe **two** of Sulla's reforms to the Senate, providing a reason for why each reform was made. (6 marks)

Description	Marks
For each reform: 2 x 2 marks	
Describes one of Sulla's reforms to the Senate	2
Identifies one of Sulla's reforms to the Senate	1
Subtotal	/4
Reason each reform was made 2 x 1 marks	
Provides a reason for why a specific reform was made	1
Subtotal	/2
Total	/6
Answers could include any three of the following:	
<p>Reforms to the Senate and reasons for them:</p> <ul style="list-style-type: none"> Sulla enlarged the Senate by 300 new members, largely from equestrian families. Why: the Senate was reduced by proscriptions and civil wars pitted senators against senators etc. There was to be automatic recruitment of ex-quaestors to the Senate. Why: to ensure that Senate numbers were maintained. Senate approval made necessary before legislation was presented to the people. Why: to limit the power of the tribunate, reducing populist legislation to the assembly, reducing legislation that was potentially unconstitutional or deliberately introduced to undermine the Senate, such as the reforms of Gracchi. The Senate was to decide provincial commands. Why: provincial commands were proconsular or propraetor, but more specifically this was a reaction to Sulpicius removing Sulla and appointing Marius to the Mithridatic Command. 	

4. Identify **three** of Sulla's reforms to the tribunate and comment on their impact. (6 marks)

Description	Marks
Identification of a reform to the tribunate and comment on their impact: 3 x 2 marks	
Identifies a reform made to the tribunate by Sulla	1
Comments on the impact of the reform	1
Total	6
Answers may include	
<ul style="list-style-type: none"> • Tribunes could not propose legislation to the people except those sanctioned by the Senate. • The Senate was still not providing legislation that addressed the concerns of the plebeians. They restricted legislation that genuinely attempted to address the needs of the plebeians and continued the plebeians' disenchantment with the Senate. • He removed the tribunes' right to veto. <p>Impact: in 70 BCE both the above reforms were overturned by Crassus and Pompey.</p> <ul style="list-style-type: none"> • Tribunes were deprived of their judicial powers. <p>Impact: as the Senate dominated the judiciary, the rights of plebeians were not represented in the judiciary.</p> <ul style="list-style-type: none"> • Anyone holding the office of tribune was banned from further office. <p>Impact: this was designed to stop those with plebeian backgrounds, but also of the senatorial order, from using the tribunate as a means to gain popular support to fast-track their political career, such as the Gracchi had done. This reform reversed by C. Aurelius Cotta in 75 BCE.</p>	

Sample assessment task

Ancient History (Rome) – ATAR Year 11

Unit 2 – Task 6

Assessment type:	Historical inquiry	
Conditions	Part A: Inquiry	(12 marks)
	Two weeks during class time, including eight hours of the time allocation for Unit 2	
	Prior to commencing the in-class validation, students must submit a graphic organiser summarising their inquiry notes	
	Part B: In-class validation – Extended answer	(25 marks)
	To be written in 50 minutes, in class, under test conditions	
	The question is unseen	
Task weighting	10% of the school mark for this pair of units	

Part A: Historical inquiry **(12 marks)**

Conduct a historical inquiry on the different representations and perspectives of Caesar’s dictatorship and the reasons for his assassination using ancient and modern sources.

- Read and annotate extracts on Caesar’s dictatorship and assassination from Plutarch and **at least two** other ancient sources from the list below:
 - *Plutarch’s Lives, Life of Caesar*, 55–66
 - *Suetonius Divi Julius 76–81, The Lives of the Twelve Caesars*
 - *Cassius Dio Roman History, Book 44*
 - *Valleius Paterculus The Roman History, Book 2*
 - *Nicolas of Damascus Life of Augustus Book 19–24*
- For each ancient source used, take brief notes on relevant biographical information and the perspectives presented on Caesar’s dictatorship and assassination.

Author	Relevant bio – who, what, when etc.	Perspective – Caesar’s dictatorship and Caesar’s assassination
Plutarch		

- Read and make notes from a selection of other modern sources and your class work.
- Create a graphic organiser to summarise your inquiry findings based on the ancient and modern sources. Select the most suitable format for your inquiry.

Marking key for Sample Assessment Task 6 – Unit 2

Part A: Historical inquiry process

(12 marks)

Description	Marks
Explanation and communication	
Develops a graphic organiser that:	
<ul style="list-style-type: none"> uses headings and sub-headings to categorise summary points appropriately organises notes in a clear, ordered and coherent fashion provides a breadth of content applies appropriate referencing techniques accurately and consistently 	4
<ul style="list-style-type: none"> uses headings and sub-headings to order content into some relevant categories organises notes in a clear fashion provides some breadth of content applies referencing techniques, may include some inaccuracies 	3
<ul style="list-style-type: none"> uses some headings and sub-headings to order content into a few categories organises notes in a clear fashion provides limited breadth of content lists references 	2
<ul style="list-style-type: none"> uses some headings and sub-headings to order content provides limited content lists references 	1
Subtotal	/4
Analysis and use of sources	
<ul style="list-style-type: none"> analyses, interprets and synthesises evidence from ancient and modern sources to support the development of a historical argument evaluates the reliability and usefulness of sources to develop informed judgements that support a historical argument identifies a range of perspectives and/or interpretations annotates ancient sources clearly 	4
<ul style="list-style-type: none"> attempts to analyse, interpret and/or synthesise evidence from ancient and modern sources attempts to assess the reliability and usefulness of sources identifies different perspectives and/or interpretations annotates ancient sources, may include some inaccuracies 	3
<ul style="list-style-type: none"> identifies some evidence from ancient and modern sources attempts to make some assessment of the reliability or usefulness of sources identifies a different perspective or interpretation attempts to annotate sources, includes inaccuracies 	2
<ul style="list-style-type: none"> annotates ancient or modern sources or <ul style="list-style-type: none"> identifies some evidence or different perspectives 	1
Subtotal	/4

Chronology terms and concepts	
Demonstrates an understanding of the historical narrative (the nature of Caesar’s dictatorship and reasons for Caesar’s assassination) by:	
<ul style="list-style-type: none"> identifying the sequence of key events and explaining the motives/reasons behind the assassination of Caesar accurately identifying specific people, places and ideas relevant to the inquiry using specific terminology relevant to the historical society/time period 	4
<ul style="list-style-type: none"> sequencing most of the key events accurately, explaining some of the motives/reasons behind the assassination of Caesar identifying some people, places and/or ideas relevant to the inquiry focus using some terminology relevant to the historical society/time period 	3
<ul style="list-style-type: none"> sequencing the events and identifying some of the motives/reasons behind the assassination of Caesar identifying a few of the people, places or ideas relevant to the inquiry using limited terminology relevant to the historical society/time period 	2
<ul style="list-style-type: none"> identifying some of the events, people, places or ideas linked to the inquiry 	1
Subtotal	/4
Total	/12
Answers could include	
Students are not expected to have equal points for and against. Notes will depend on sources used. You can use the table below to note student answers.	
Points for the proposition that Caesar’s desire to become king was the motive for his assassination	Points against the proposition that Caesar’s desire to become king was the motive for his assassination

Part B: In-class validation – Extended answer**(25 marks)**

To be written in 50 minutes, in class, under test conditions.

Instructions

Write a structured response to the question below.

Question 1

‘But the most open and deadly hatred towards him was produced by his passion for the royal power. For the multitude this was a first cause of hatred, and for those who had long smothered their hate, a most specious¹ pretext for it.’ Plutarch *Life of Caesar* 60.11

¹specious – apparently good or right but without real merit; superficially pleasing

Discuss the proposition that Caesar’s passion for the royal office was the key reason for his assassination. Include arguments for and against the proposition.

Marking key for Sample Assessment Task 6 – Unit 2

Part B: Extended answer – In-class validation

(25 marks)

Discuss the proposition that Caesar’s passion for the royal office was the key reason for his assassination. Include both the arguments for and against the proposition.

Description	Marks
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative that demonstrates an understanding of the relationships between events, people and ideas and/or continuity and change and/or reliability of the ancient evidence	9
Constructs a relevant and detailed historical narrative that demonstrates an understanding of the relationships between events, people and ideas and/or continuity and change and/or reliability of the ancient evidence	8
Constructs a relevant, historical narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence	7
Constructs a historical narrative that identifies some connections across events, people and ideas and/or continuity and change and/or shows some understanding of the reliability of the ancient evidence	6
Constructs a historical narrative, which is mainly chronological and makes some reference to events, people and ideas and/or continuity and change and/or shows some understanding of the ancient evidence	5
Constructs a simple historical narrative, which is often incorrect and makes limited reference to events, people and ideas and/or continuity and change	4
Presents some points/information in relation to the historical narrative and/or the question/topic	3
Makes generalisations in relation to the historical narrative or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1
Subtotal	/9
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
Subtotal	/2
Use of evidence/sources	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	7
Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout their response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in their response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in their response	4
Presents some evidence Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence that is often irrelevant or inaccurate	1
Subtotal	/7

Description	Marks
Argument/discussion and Structure	
Constructs a sustained, logical and analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response in terms of the argument/viewpoint and summarises the argument at the conclusion of their response Addresses the question	7
Constructs a logical and analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response in terms of the argument/viewpoint and summarises the argument at the conclusion of their response Addresses the question	6
Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion Addresses most aspects of the question	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question Presents a proposition that articulates the direction of the response and provides some concluding statements Attempts to answer the question	4
Presents some relevant points/information in relation to topic/question Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Total	25
Answers could include	
Students are not expected to have equal points for and against the proposition	
For the proposition	Against the proposition
<ul style="list-style-type: none"> Suetonius states that Caesar accepted excessive honours Caesar's titles and honours: <ul style="list-style-type: none"> Dictator <ul style="list-style-type: none"> 49–11 BCE 48–1 BCE 46–10 BCE 44–life Consulships 48 BCE, 46 BCE, 45 BCE, 44 BCE Tribunician sacrosanctity granted in 45 BCE Hailed pater patriae 45 BCE Caesar's head appeared on coins Honours granted to him by his opponents to make him hated (Plutarch and Cassius Dio) 	<ul style="list-style-type: none"> Personal motives of assassins Long-term enemies the Optimates had fought a civil war against Caesar His previous supporters, such as Decimus Brutus, were upset at Caesar's clemency of former enemies and their appointment to future consulships His former enemies, such as Marcus Brutus, were upset that they were indebted to Caesar for his clemency and benevolence in appointing them to future positions Caesar's desire to be king a pretext for those who had long hated him

- | | |
|---|---|
| <ul style="list-style-type: none">• Appointed consuls five years in advance in preparation for his campaign in Parthia• Prophecy that the one who conquered Parthia would become king• Events of the Lupercalia could be viewed as Caesar desiring the kingship• Caesar's desire for kingship the thing that makes the average person hate him for the first time (Plutarch)• Caesar disrespects the Senate by not standing | <ul style="list-style-type: none">• Resentment because he held consecutive consulships, blocking others from the consulship• Events of the Lupercalia could be seen as Caesar rejecting the kingship• Hatred by the people a useful pretext for those who had long hated Caesar (Plutarch)• Caesar did not need to be king as he held the equivalent power (Syme)• Caesar was guileless (Nicolas of Damascus)• Honours granted to him by his appointments to make him hated (Plutarch and Cassius Dio) |
|---|---|

Acknowledgements

Marking key sample assessment task 1 – (Unit 1)

Question 1 (c) Answers may include:

Page 4, Point 7: Plutarch (1921). *Lives, Volume X: Agis and Cleomenes. Tiberius and Gaius Gracchus. Philopoemen and Flaminius.* (B, Perrin.). Harvard University Press, p. 191. (c. 45–120 CE)

Sample assessment task 6 (Unit 2)

Part B: In-class validation – Extended answer

Question 1: Plutarch. (1919). *Lives, Volume VII: Demosthenes and Cicero. Alexander and Caesar.* (B, Perrin.). Harvard University Press, p. 583. (c. 45–120 CE)
https://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Caesar*.html