



ANCIENT HISTORY

ATAR course examination 2021

Marking key for Rome

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Short answer – Unit 3

25% (24 Marks)

Rome 133–63 BC

Question 29

(6 marks)

Outline the unusual methods used by Tiberius Gracchus when he introduced his agrarian bill to the *Concilium Plebis*.

| Description | Marks |
|--|----------|
| Outlines accurately and clearly the unusual methods used by Tiberius Gracchus when he introduced his agrarian bill to the <i>Concilium Plebis</i> . | 6 |
| Outlines mostly accurately the unusual methods used by Tiberius Gracchus when he introduced his agrarian bill to the <i>Concilium Plebis</i> . | 5 |
| Outlines the unusual methods used by Tiberius Gracchus when he introduced his agrarian bill to the <i>Concilium Plebis</i> to some extent. | 4 |
| Describes some aspects of the unusual ways Tiberius Gracchus took to introduce his agrarian bill to the <i>Concilium Plebis</i> and explains how, in doing so, he enhanced the power of the tribunate in 133 BC. May be generalised and include unequal description of the methods used by Tiberius and the impact on the tribunate. | 3 |
| Makes limited identification of the unusual ways Tiberius Gracchus took to introduce his agrarian bill to the <i>Concilium Plebis</i> and explains how, in doing so, he enhanced the power of the tribunate in 133 BC. | 2 |
| Makes minimal identification of the unusual ways Tiberius Gracchus took to introduce his agrarian bill to the <i>Concilium Plebis</i> and explains how, in doing so, he enhanced the power of the tribunate in 133 BC. May include errors. | 1 |
| Total | 6 |

Question 30

(6 marks)

Describe **two** ways that Marius' string of successive consulships had an impact on Roman politics.

| Description | Marks |
|--|----------|
| For each of the two ways: | |
| Describes accurately a way that Marius' string of successive consulships had an impact on Roman politics. | 3 |
| Identifies a way that Marius' string of successive consulships had an impact on Roman politics. May be generalised. | 2 |
| States limited aspects of a way that Marius' string of successive consulships had an impact on Roman politics. May include errors. | 1 |
| Total | 6 |

Question 31**(6 marks)**

Describe the short-term significance of Sulla's march on Rome in 88 BC.

| Description | Marks |
|--|----------|
| Describes accurately and clearly the short-term significance of Sulla's march on Rome in 88 BC. | 6 |
| Describes mostly accurately the short-term significance of Sulla's march on Rome in 88 BC. | 5 |
| Describes the short-term significance of Sulla's march on Rome in 88 BC to an extent. | 4 |
| Describes some aspects of the short-term significance of Sulla's march on Rome in 88 BC. May be generalised. | 3 |
| Makes limited identification of the short-term significance of Sulla's march on Rome in 88 BC. | 2 |
| Makes minimal identification of the short-term significance of Sulla's march on Rome in 88 BC. May include errors. | 1 |
| Total | 6 |

Question 32**(6 marks)**

Outline Sulla's reforms to the tribunate and the Senate and comment on their impact.

| Description | Marks |
|---|----------|
| Outlines accurately and clearly Sulla's reforms to the tribunate and the Senate and comments on their impact . | 6 |
| Outlines mostly accurately Sulla's reforms to the tribunate and the Senate and comments on their impact in some detail. | 5 |
| Outlines Sulla's reforms to the tribunate and the Senate and comments on their impact. | 4 |
| Outlines Sulla's reforms to the tribunate and the Senate and comments on their impact in a generalised way. The reforms and the impact may not be dealt with equally. | 3 |
| Outlines Sulla's reforms to the tribunate and/or the Senate in a limited way and/or makes limited comments on their impact. | 2 |
| Outlines Sulla's reforms to the tribunate and/or the Senate in a minimal way and/or minimal comments on their impact. May include errors. | 1 |
| Total | 6 |

Question 33

(6 marks)

Explain the reasons for the *lex Gabinia* and outline its terms and consequences.

| Description | Marks |
|---|----------|
| Explains accurately and clearly the reasons for the <i>lex Gabinia</i> and outlines accurately its terms and consequences. | 6 |
| Explains mostly accurately the reasons for the <i>lex Gabinia</i> and outlines its terms and consequences. | 5 |
| Describes the reasons for the <i>lex Gabinia</i> and outlines its terms and consequences to an extent. | 4 |
| Describes the reasons for the <i>lex Gabinia</i> and outlines its terms and outcome in a generalised way. May not present equal information about the reasons and/or terms and/or consequences. | 3 |
| Describes in a limited way the reasons for the <i>lex Gabinia</i> and outline its terms and consequences in a generalised way. May not present information about all aspects of the question. | 2 |
| Describes in a minimal way the reasons for the <i>lex Gabinia</i> or its terms/consequences. May include errors. | 1 |
| Total | 6 |

Section Two: Source analysis – Unit 4

25% (20 Marks)

Rome 63 BC–AD 14

Question 34

(10 marks)

Assess the usefulness of this source in providing an understanding of the nature of Caesar's dictatorship and constitutional position.

You should refer to the source and your knowledge of the historical context in your answer.

| Description | Marks |
|--|-----------|
| Makes a comprehensive assessment of the usefulness of the source in providing an understanding of Caesar's dictatorship and constitutional position. Shows thorough understanding of the source, makes detailed reference to the historical context. | 9–10 |
| Makes an appropriate assessment of the usefulness of the source in providing an understanding of Caesar's dictatorship and constitutional position. Shows understanding of the source, offers some details about the historical context. | 7–8 |
| Makes a generalised or assessment of the usefulness of the source in providing an understanding of Caesar's dictatorship and constitutional position. Shows adequate understanding of the source, makes generalised comments about the historical context. | 5–6 |
| Makes a limited assessment of the usefulness of the source in providing an understanding of Caesar's dictatorship and constitutional position. Shows some understanding of the source, makes limited reference to the historical context. | 3–4 |
| Makes a superficial assessment of the usefulness of the Source for our understanding of the nature of Caesar's dictatorship and constitutional position. Shows little understanding of the source, makes little reference to the historical context. | 1–2 |
| Total | 10 |

Question 35

(10 marks)

Evaluate the accuracy of the perspective of the source on the nature and impact of violence in the Roman Republic.

You should refer to the source and your knowledge of the historical context in your answer.

| Description | Marks |
|--|-----------|
| Makes a comprehensive evaluation of the accuracy of the perspective in the source about the nature and impact of violence in the Roman Republic. Shows thorough understanding of the source, makes detailed reference to the historical context. | 9–10 |
| Makes an appropriate evaluation of the accuracy of the perspective in the source about the nature and impact of violence in the Roman Republic. Shows understanding of the source, offers some details about the historical context. | 7–8 |
| Makes a generalised or evaluation of the accuracy of the perspective in the source about the nature and impact of violence in the Roman Republic. Shows adequate understanding of the source, makes generalised comments about the historical context. | 5–6 |
| Makes a limited assessment of the accuracy of the perspective in the source about the nature and impact of violence in the Roman Republic. Shows some understanding of the source, includes limited reference to the historical context. | 3–4 |
| Makes a superficial assessment of the accuracy of the perspective in the source about the nature and impact of violence in the Roman Republic. Shows little understanding of the source and/or the historical context. May include errors. | 1–2 |
| Total | 10 |

Question 36

(10 marks)

Assess the reliability of Augustus' perspective that he achieved universal peace by AD 14.

Refer to the source and your knowledge of the period of study in your answer.

| Description | Marks |
|---|-----------|
| Makes a comprehensive assessment of the reliability of Augustus' perspective that he achieved universal peace by AD 14. Shows thorough understanding of the source, makes detailed reference to the period of study. | 9–10 |
| Makes an appropriate assessment of the reliability of Augustus' perspective that he achieved universal peace by AD 14. Shows understanding of the source, offers some detailed reference to the period of study. | 7–8 |
| Makes a generalised assessment of the reliability of Augustus' perspective that he achieved universal peace by AD 14. Shows adequate understanding of the source, makes generalised reference to the period of study. | 5–6 |
| Makes a limited assessment of the reliability of Augustus' perspective that he achieved universal peace by AD 14. Shows some understanding of the source, makes limited reference to the period of study. | 3–4 |
| Makes a superficial assessment of the reliability of Augustus' perspective that he achieved universal peace by AD 14. Shows little understanding of the source, makes minimal reference to the period of study. May include errors. | 1–2 |
| Total | 10 |

Section Three: Essay

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Rome 133–63 BC

Marking key for Questions 37 to 39.

| Description | Marks |
|--|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint. | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay. | 2 |
| States the topic/question and provides limited background information. | 1 |
| Subtotal | 3 |
| Understanding of historical narrative/context | |
| Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. | 7 |
| Produces a relevant, comprehensive 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. | 6 |
| Produces a relevant, coherent 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. | 5 |
| Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence in the narrative. | 4 |
| Produces a simple narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows limited understanding of the ancient evidence. | 3 |
| Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence. | 2 |
| Makes general/superficial statements about the narrative. | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question. | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question. | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question. | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument. | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question. | 2 |
| Makes superficial, disjointed statements in relation to the topic/question. | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant ancient sources with accuracy and detail throughout the essay. Refers to this evidence at points where it provides support for the argument/viewpoint. | 6 |
| Uses relevant ancient sources with accuracy throughout the essay. Refers to this evidence at effective points to provide some support for the argument/viewpoint. | 5 |
| Uses relevant sources in the essay. Refers to this evidence at some appropriate points. | 4 |
| Provides some relevant evidence. Refers to this evidence but with inaccuracies. | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence. | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate. | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition. | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question. | 2 |
| Makes general/superficial statements about the focus of the essay. | 1 |
| Subtotal | 3 |
| Total | 25 |

Part B: Unit 4

25% (25 marks)

Rome 63 BC–AD 14

Marking key for Questions 40 to 42.

| Description | Marks |
|--|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint. | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay. | 2 |
| States the topic/question and provides limited background information. | 1 |
| Subtotal | 3 |
| Understanding of historical sources/narrative/context | |
| Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. | 7 |
| Produces a relevant, comprehensive 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. | 6 |
| Produces a relevant, coherent 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. | 5 |
| Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence in the narrative. | 4 |
| Produces a simple narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows limited understanding of the ancient evidence. | 3 |
| Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence. | 2 |
| Makes general/superficial statements about the narrative. | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question. | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question. | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question. | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument. | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question. | 2 |
| Makes superficial, disjointed statements in relation to the topic/question. | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant ancient sources with accuracy and detail throughout the essay. Refers to this evidence at points where it provides support for the argument/viewpoint. | 6 |
| Uses relevant ancient sources with accuracy throughout the essay. Refers to this evidence at effective points to provide some support for the argument/viewpoint. | 5 |
| Uses relevant sources in the essay. Refers to this evidence at some appropriate points. | 4 |
| Provides some relevant evidence. Refers to this evidence but with inaccuracies. | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence. | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate. | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition. | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question. | 2 |
| Makes general/superficial statements about the focus of the essay. | 1 |
| Subtotal | 3 |
| Total | 25 |

ACKNOWLEDGEMENTS

- Question 29** Stockton, D. (1979). *The Gracchi*. Clarendon Press.
Brunt, P. A. (1982). *Social conflicts in the Roman republic*. Chatto & Windus, pp. 74–96.
Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co, pp. 23–38.
- Question 30** Dot point 6 quote from: Brunt, P. A. (1982). *Social conflicts in the Roman republic*. Chatto & Windus, p. 99.
Brunt, P. A. (1982). *Social conflicts in the Roman republic*. Chatto & Windus, pp. 96–107.
Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co.
- Question 31** Brunt, P. A. (1982). *Social conflicts in the Roman republic*. Chatto & Windus, pp 103–111.
Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co.
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- Question 33** Bradley, P. (2000). *Ancient Greece: Using evidence*. Cambridge University Press, pp. 314–315.
Swain, H., & Davies, M. E. (2010). *Aspects of Roman history 82 BC-AD 14*. Routledge, pp. 62–65 & 222–227.
- Question 34** Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co, pp. 158–161.
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- Question 35** Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co.
Crook, J., Lintott, A., & Rawson, E. (Eds.). (1994). *The Cambridge ancient history: Vol. 9. The last age of the Roman Republic, 146–43 BC* (2nd ed.). Cambridge University Press.
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Question 36

Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co, pp. 208–236.

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Swain, H., & Davies, M. E. (2010). *Aspects of Roman history 82 BC-AD 14*. Routledge.

Dot point 4 information from: Augustus, C. (1984). *Res gestae Divi Augusti* (The achievements of the Divine Augustus) (P. A. Brunt, & J. M. Moore). Oxford University Press.

Dot point 4 quotes from: Augustus, C. (1984). *Res gestae Divi Augusti: The achievements of the Divine Augustus* (P. A. Brunt, & J. M. Moore). Oxford University Press.

Question 37

Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co.

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Question 38

Scullard, H. H. (1963). *From the Gracchi to Nero: A history of Rome from 133 BC to AD 68* (2nd ed.). Methuen & Co, pp. 64–58.

Crook, J., Lintott, A., & Rawson, E. (Eds.). (1994). *The Cambridge ancient history: Vol. 9. The last age of the Roman Republic, 146–43 BC* (2nd ed.). Cambridge University Press.

Dot point 9 quote from: Brunt, P. A. (1982). *Social conflicts in the roman republic*. Chatto & Windus, p. 99.

Question 39

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Crook, J., Lintott, A., & Rawson, E. (Eds.). (1994). *The Cambridge ancient history: Vol. 9. The last age of the Roman Republic, 146–43 BC* (2nd ed.). Cambridge University Press, pp. 221–223.

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Question 40

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Question 42

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