



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY (ROME)

ATAR YEAR 12

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b) Describe how powers were distributed between the triumvirs. (2 marks)

Question 2 (6 marks)

a) Describe in detail the proscriptions declared by the 'Second Triumvirate'. (3 marks)

b) Explain the impact of the proscriptions on the Senate. (3 marks)

Question 4

(6 marks)

Outline the role and influence of **two** of the following individuals in Rome between 43 BCE and 31 BCE:

- Cicero
- Agrippa
- Cleopatra

Individual: _____

(3 marks)

Individual: _____

(3 marks)

Question 5**(6 marks)**

a) Summarise the reasons for the Battle of Actium.

(3 marks)

b) Outline the outcomes of the Battle of Actium.

(3 marks)

Marking key for sample assessment task 7 – Unit 4

Question 1

(6 marks)

a) Outline **two** reasons for the formation of the so-called 'Second Triumvirate'.

(4 marks)

Description	Marks
Outline of reason for the formation of the 'Second Triumvirate' (2 x 2 marks)	
Outlines a reason for the formation of the so-called 'Second Triumvirate'	2
Identifies a reason for the formation of the so-called 'Second Triumvirate'	1
Subtotal	/4
Answers may include	
<ul style="list-style-type: none"> • The triumvirs' claimed that they were acting to avenge the death of Julius Caesar. • Each of the triumvirs wanted to be Caesar's successor, but they also had common enemies to deal with first, so they joined forces to hunt down the assassins. • Octavian only had limited authority even after being elected consul, so he needed the alliance. • Antony faced attacks from the Senate and Cicero, being named an enemy of Rome, so he also needed the alliance. 	

b) Describe how powers were distributed between the triumvirs.

(2 marks)

Description	Marks
Describes how powers were distributed between the triumvirs	2
Identifies how some of the powers were distributed between the triumvirs with some omissions	1
Subtotal	/2
Answers may include	
<ul style="list-style-type: none"> • division of Roman territories (i.e. which triumvir was to rule which territories) • all the triumvirs held maius imperium for five years. 	

Question 2**(6 marks)**

a) Describe in detail the proscriptions declared by the 'Second Triumvirate'.

(3 marks)

Description	Marks
Describes in detail the proscriptions declared by the 'Second Triumvirate'	3
Describes the proscriptions declared by the 'Second Triumvirate' with some omissions	2
Makes a general statement/s about the proscriptions declared by the 'Second Triumvirate'	1
Subtotal	/3
Answers may include	
<ul style="list-style-type: none"> the types of people proscribed (Caesar's assassins, political enemies of the triumvirs, including many Senators) the numbers of men proscribed and from which political/social classes the death of the proscribed and confiscation of their property the treatment of the families of the proscribed men. <p>References to ancient sources (e.g. Appian) should be rewarded.</p>	

b) Explain the impact of the proscriptions on the Senate.

(3 marks)

Description	Marks
Explains the impact of the proscriptions on the Senate	3
Outlines the impact of the proscriptions on the Senate	2
Makes a general statement on the impact of the proscriptions on the Senate	1
Subtotal	/3
Answers may include	
<p>Explanations of the impact of the proscriptions should include more than just the reduction in numbers of Senators, such as:</p> <ul style="list-style-type: none"> the importance of the proscription of Cicero as an opponent of Antony but also his significant role in the Senate and Roman politics the fear instilled by the proscriptions and the effects on the Senate. <p>References to ancient sources (e.g. Appian) should be rewarded.</p>	

Question 3**(6 marks)**

Explain how the Treaty of Brundisium 40 BCE and the Conference at Tarentum 37 BCE attempted to address tensions and rivalries between the triumvirs.

Description	Marks
Explanation of how the Treaty (40 BCE)/Conference (37 BCE) attempted to address tensions and rivalries between the triumvirs (3 x2 marks)	
<p>Explains how the Treaty (40 BCE) or Conference (37 BCE) attempted to address tensions and rivalries between the triumvirs by:</p> <ul style="list-style-type: none"> accurately identifying the tensions and rivalries that existed between the triumvirs in 40 BCE or 37 BCE outlining the key features of the Treaty of Brundisium or Conference at Tarentum demonstrating how the Treaty (40 BCE) or Conference (37 BCE) served to ease the tensions and rivalries between the triumvirs 	3
<p>Outlines how the Treaty (40 BCE) or Conference (37 BCE) attempted to address tensions and rivalries between the triumvirs by:</p> <ul style="list-style-type: none"> identifying the tensions and rivalries that existed between the triumvirs in 40 BCE or 37 BCE identifying some of the features of the Treaty of Brundisium or Conference at Tarentum identifying one way that the Treaty (40 BCE) or Conference (37 BCE) served to ease the tensions and rivalries between the triumvirs 	2
<ul style="list-style-type: none"> Makes a general statement/s about the attempts to address the tensions/rivalries between the triumvirs in 40 BCE or 37 BCE <p>or</p> <ul style="list-style-type: none"> Makes a general statement/s about the Treaty of Brundisium 40 BCE or the Conference at Tarentum 30 BCE 	1
Subtotal	/6
Answers may include	
<p>An explanation of how the Treaty of Brundisium in 40 BCE attempted to address the tensions and rivalries of the triumvirs, including:</p> <ul style="list-style-type: none"> the redistribution of territories among the triumvirs – Antony to have the East, Octavian the West and Lepidus to have Africa the political marriage link between Antony and Octavian the fact that the ambitions of the triumvirs had not changed, and Lepidus was in a weakened position. <p>Explanation of how the Conference at Tarentum 37 BCE attempted to address the tensions and rivalries of the triumvirs, including:</p> <ul style="list-style-type: none"> a renewal of the Triumvirate for five years the military exchanges of ships and legions between Antony and Octavian and Lepidus to support Octavian against Sextus Pompeius agreements were short-lived, conditions were not carried out, and Lepidus was removed from the Triumvirate. <p>The attempts to ease tensions and rivalries did not address the ambition of Antony and Octavian, who both wanted supremacy.</p> <p>Answers can be structured in different ways, and answers which draw clear links between the agreements made and the tensions/rivalries should be rewarded.</p>	

Question 4**(6 marks)**

Outline the role and influence of **two** of the following individuals in Rome between 43 BCE and 31 BCE:

- Cicero
- Agrippa
- Cleopatra

Description	Marks
Outline of the role and influence of the individual in Rome between 43 BCE and 31 BCE (2 x 3 marks)	
Outlines the role and influence of the individual, selecting relevant and accurate detail, including information on individuals and groups involved, key events and appropriate historical terminology	3
Outlines the role and influence of the individual, selecting some relevant detail, including some information on individuals and groups involved and/or events, and some historical terminology	2
Identifies the role and/or influence of the individual with limited reference to information on individuals or groups involved and/or events	1
Subtotal	/6
Answers may include	
<p>A range of examples that demonstrate the role and influence of the individuals chosen, including:</p> <ul style="list-style-type: none"> • Cicero's role and influence in the Senate in the years after Caesar's death, along with his proscription by the 'Second Triumvirate' and his death • Agrippa's role as a great general (military successes and role in Antony's demise) and influence as a close friend and advisor to Octavian • Cleopatra's role as Queen of Egypt (military and political power in her own right) and her influence over Antony (perceived and real) with the Donations of Alexandria and the claim that Antony wished to be buried in Egypt. 	

Question 5**(6 marks)**

a) Summarise the reasons for the Battle of Actium.

(3 marks)

Description	Marks
Summarises the reasons for the Battle of Actium, selecting relevant and accurate detail, including information on individuals and groups involved, the key events and appropriate historical terminology	3
Identifies some of the reasons for the Battle of Actium, selecting some relevant detail, including some information on individuals and groups involved, some of the key events and some historical terminology	2
Identifies a reason for the Battle of Actium with limited reference to individuals, groups, or events and limited use of historical terminology	1
Subtotal	/3
Answers may include:	
<p>Answers should focus on reasons for the Battle of Actium; detail on the battle itself is not required for this question. Summary of reasons may include:</p>	

Description	Marks
<ul style="list-style-type: none"> • after Lepidus was deposed, the Triumvirate was essentially a division of power between Antony and Octavian, both amassing military and political support until the official end of the 'Second Triumvirate' in 33 BCE • Antony's success in the East, which was coupled with <ul style="list-style-type: none"> ▪ his romance with Cleopatra ▪ the rejection of his wife, Octavian's sister Octavia ▪ the Donations of Alexandria and the revelations of his will, which firmly identified Antony as an enemy of Rome favouring an Eastern queen • Octavian was instrumental in the propaganda in Rome against Antony • Rome declared war on Cleopatra, forcing Antony to make his allegiance clear. 	

b) Outline the outcomes of the Battle of Actium. (3 marks)

Description	Marks
Outlines the outcomes of the Battle of Actium	3
Identifies some of the outcomes of the Battle of Actium	2
Makes a general statement/s about the outcome of the Battle of Actium	1
Subtotal	/3

Answers may include:

Answers should focus on the outcomes of the Battle of Actium, detail on the battle itself is not required for this question. Outcomes may include:

- the supremacy of Octavian and elimination of his only significant political opponent
- Octavian's success in Actium was followed up by his invasion and conquest of Egypt
- Antony and Cleopatra died by suicide; Ptolemy Caesar and Antony's eldest son were killed by Octavian
- Octavian took measures to establish his rule over Egypt and use the funds to pay his troops and support public works to enhance his glory in Rome.

Sample assessment task

Ancient History (Rome) – ATAR Year 12

Task 5 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(12 marks)
	Two weeks	
	Students undertake an inquiry and create summary notes. Students must submit summary notes as part of the complete inquiry task at the conclusion of the in-class validation.	
	Part B – In-class validation extended answer	(25 marks)
	To be written in 50 minutes	
	An unseen question, in class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

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

Conduct an inquiry on the ‘First Triumvirate’ taking summary notes. The summary notes must be submitted with the in-class validation extended answer as a complete inquiry task.

Inquiry notes

Investigate the ‘First Triumvirate’ with specific reference to the following syllabus points:

- the formation of the so-called ‘First Triumvirate’; the reasons for and aims of the ‘First Triumvirate’, including tensions between the Optimates and Populares; return of Pompey and his alienation; alienation of Crassus; attempts to obstruct Caesar’s career
- Caesar’s first consulship in 59 BCE and Caesar’s response to opposition from the Optimates; his legislative program: land bill, ratification of Eastern Settlement; tax concessions; Caesar’s acquisition of the Gallic Command and its importance to Caesar’s political career
- Rome during Caesar’s absence in Gaul: the actions of Clodius, Cicero and Milo; Cicero’s exile and recall; the reasons for and results of the Conference of Luca, the relative positions of the triumvirs after the conference
- the role of key individuals, including Caesar, Pompey, Crassus, Cicero and Clodius.

Format

- Summarise findings in a clear, organised framework, which must be confined to four sides of A4 or two sides of A3 paper.
- Sample frameworks include mind maps, timelines, retrieval charts, tables and graphic organisers.
- Summary notes must include main points organised succinctly in an appropriate format.
- Summary notes must include source excerpts appropriately referenced in a bibliography.

Specific assessment criteria to guide preparation of inquiry notes are found in the marking key on the following pages.

Marking key for sample assessment task 5 – Unit 4

Part A: Historical inquiry

(12 marks)

Description	Marks
Explanation and communication	
Develops a framework that contains:	
<ul style="list-style-type: none"> appropriate headings and sub-headings to categorise summary points notes organised in a clear, ordered and coherent format a breadth of content appropriate referencing techniques used accurately and consistently 	4
<ul style="list-style-type: none"> headings and sub-headings to order content into some relevant categories notes organised in a clear format some breadth of content referencing techniques that may include some inaccuracies 	3
<ul style="list-style-type: none"> some headings and sub-headings to order content into a few categories some notes organised in a clear way limited breadth of content listed references 	2
<ul style="list-style-type: none"> some headings and sub-headings to order content limited content some listed 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 at least one ancient source clearly 	4
<ul style="list-style-type: none"> attempts to analyse, interpret and/or synthesises evidence from ancient and modern sources attempts to assess the reliability and usefulness of sources identifies different perspectives and/or interpretations annotates at least one ancient source with 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 with 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

Description	Marks
Chronology terms and concepts	
Demonstrates an understanding of the historical narrative (the background; events involved in the formation of the 'First Triumvirate'; Caesar's first consulship and subsequent command in Gaul; Rome in Caesar's absence; the conference of Luca and its aftermath):	
<ul style="list-style-type: none"> selects the most significant events for the inquiry focus; accurately sequences events identifies specific people, places and ideas relevant to the inquiry focus uses specific terminology relevant to the historical society 	4
<ul style="list-style-type: none"> selects some key significant events for the inquiry focus; sequences most of the events accurately identifies some of the specific people, places and ideas relevant to the inquiry focus uses some terminology relevant to the historical society 	3
<ul style="list-style-type: none"> selects some significant events for the inquiry focus; sequences the events with inaccuracies identifies some people, places and/or ideas relevant to the inquiry focus uses limited terminology relevant to the historical society 	2
<ul style="list-style-type: none"> identifies some of the events, people, places or ideas linked to the inquiry 	1
Subtotal	/4
Total	/12

Sample assessment task

Ancient History (Rome) – ATAR Year 12

Task 5 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(12 marks)
	Two weeks	
	Students undertake an inquiry and create summary notes. Students must submit summary notes as part of the complete inquiry task at the conclusion of the in-class validation.	
	Part B – In-class validation extended answer	(25 marks)
	To be written in 50 minutes	
	An unseen question, in class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

Part B: In-class validation extended answer (25 marks)

Instructions

Write a structured response to the following question.

Analyse the reasons for the breakdown of the 'First Triumvirate'. Consider the role of individuals and groups in your answer.

Marking key for sample assessment task 5 – Unit 4

Part B: In-class validation extended answer

(25 marks)

Analyse the reasons for the breakdown of the 'First Triumvirate'. Consider the role of individuals and groups in your answer.

Description	Mark
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative/context 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/context 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/context 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/context 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/context 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
Presents some relevant points/information in relation to the historical narrative/context, including events, people and/or ideas, and/or continuity and change Presents a structured response/discussion	4
Presents some points/information in relation to the historical narrative/context 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 relevant ancient and modern sources with accuracy and detail throughout the answer Refers to this evidence at points where it provides support for the argument/viewpoint	7
Uses relevant ancient and/or modern sources with accuracy throughout the answer Refers to this evidence at effective points to provide some support for the argument/viewpoint	6
Uses relevant sources in the answer Refers to this evidence at some appropriate points	5
Uses sources in the answer Refers to this evidence at some points	4
Presents some evidence Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2

Description	Mark
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	/7
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 line of argument/viewpoint and summarises the argument at the conclusion of the response Addresses the question comprehensively	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 line of argument/viewpoint and summarises the argument at the conclusion of the response Addresses the question	6
Constructs an analytical argument/discussion in relation to 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 topic/question Presents a proposition that articulates the direction of the response and provides some concluding statements Attempt to answer the question	4
Presents some relevant points/information in relation to the 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 may include	
<p>The reasons for the breakdown, highlighting the role of individuals like Clodius and groups such as the Optimates in the response.</p> <p>Analysis may include:</p> <ul style="list-style-type: none"> the breakdown was a gradual process, tensions evident from the beginning the Triumvirate was based on few common aims; limited basis for a long-term alliance discontent in the alliance led to the need for the Conference of Luca Julia, the marriage bond between Julius Caesar and Pompey, died in 54 BCE Caesar's command in Gaul meant he was gaining greater power than the other two triumvirs and Pompey was facing growing hostility in Rome Crassus' death in 53 BCE meant the Triumvirate was now an alliance between Caesar and Pompey, who mistrusted each other elections were disrupted in 52 BCE and Pompey became sole consul to end the riots. Pompey moved closer to the Optimates with a marriage alliance Optimates passed a law that candidates running for office must come to Rome, which was a direct threat to Caesar Caesar would not disband his army until Pompey did, but Pompey refused, fearing Caesar's popularity and military strength the Triumvirate/alliance was over. 	

Sample assessment task
Ancient History (Rome) – ATAR Year 12
Task 2 – Unit 3

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) Outline Marius' early career and rise to prominence by 107 BCE.	(5 marks)
b) Explain the political impacts of two of Marius' military campaigns after 107 BCE.	(8 marks)
c) Discuss the nature and impact of Marius' reforms to the military.	(12 marks)

Marking key for sample assessment task 2 – Unit 3

Question 1

(25 marks)

a) Outline Marius' early career and rise to prominence by 107 BCE.

(5 marks)

Description	Marks
Outlines Marius' early career and rise to prominence, selecting relevant and accurate detail on individuals and groups involved, and key events Uses appropriate historical terminology	5
Outlines Marius' early career and rise to prominence, selecting some relevant and accurate detail on individuals, groups and events Uses historical terminology	4
Identifies key aspects of Marius' early career and rise to prominence with some reference to individuals, groups and/or events Uses some historical terminology	3
Identifies a few aspects of Marius' early career or rise to prominence with limited reference to individuals, groups or events Uses limited historical terminology	2
Makes a general statement/s about Marius' early career or rise to prominence	1
Subtotal	/5
Answers may include	
<ul style="list-style-type: none"> Marius was of equestrian background (novus homo). His military career and successes in the Numantine War allowed him to build his political career. Metellus supported his early political career, including supporting his election to the tribunate of 119 BCE. Since he lacked distinguished family connections, Marius used bribery and propaganda to further advance his political career. He aligned with the Populares, exploiting plebeian and equestrian dissatisfaction to win the consulship of 107 BCE. 	

b) Explain the political impacts of **two** of Marius' military campaigns after 107 BCE.

(8 marks)

Description	Marks
Explanation of the impact of a military campaign (2 x 4 marks)	
Explains the political impacts of one of Marius' military campaigns after 107 BCE Selects relevant and accurate detail on individuals and groups involved, and key events, to support the explanation Uses appropriate historical terminology	4 x 2
Outlines the political impacts of one of Marius' military campaigns after 107 BCE Selects some relevant and accurate details, including some information on individuals and groups involved, and key events Uses some historical terminology	3 x 2
Identifies a political impact of one of Marius' military campaigns after 107 BCE Includes limited information on individuals, groups or events Uses limited historical terminology	2 x 2
Makes a general statement/s about the political impact of one of Marius' military campaigns after 107 BCE	1 x 2
Subtotal	/8

c) Discuss the nature and impact of Marius' reforms to the military. (12 marks)

Description	Marks
Development of argument/historical narrative/context	
Constructs a discussion that demonstrates assessment of the historical narrative/context and/or the reliability of the ancient evidence Addresses the question comprehensively	6
Constructs a discussion that shows some assessment of the historical narrative/context and/or the reliability of the ancient evidence Addresses the question	5
Presents relevant points/information in relation to the historical narrative/context and/or reliability of the ancient evidence Presents the discussion within a logical structure Addresses most aspects of the question	4
Presents some relevant points/information in relation to the historical narrative/context and/or reliability of the ancient evidence Indicates direction for argument/discussion Attempts to address the question	3
Presents some points/information in relation to the historical narrative Attempts to address some aspects of the question	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1
Subtotal	/6
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 relevant ancient and/or modern sources throughout the response and refers to this evidence at effective points to provide support for the argument/discussion	4
Uses relevant ancient and/or modern sources throughout the response and refers to this evidence at effective points to provide some support for the argument/discussion	3
Uses sources in the response and makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies and may attempt to refer to some of this evidence	1
Subtotal	/4
Total	/12

Answers may include

The Roman army underwent radical change because of the reforms introduced by Gaius Marius. The impact of these changes was to strengthen the organisation and skills of the troops and create a professional army paid by, and therefore loyal to, their general.

Discussion of the nature and impact of Marius' reforms to the military may include details on:

- Enlistment changes – a conscripted citizen militia became a professional army made of volunteers, including from the poorest classes.
- The enlistment changes lead to a need to provide land for retired soldiers. Marius had the tribune Saturninus pass a land law to provide for his veterans. This set a precedent for generals to enter politics in order to gain payment and land for their armies. The army became loyal to the general and not to the Senate or the state – client armies were created.
- The army was restructured using the cohort as the basic unit. Coordination, organisation and efficiency improved.
- Higher standards of training based on the gladiatorial schools were introduced to raise skill and endurance. Soldiers were kept busy building canals etc.
- Soldiers were given standardised weapons and equipment, and they became independent of the baggage trains, meaning they travelled much faster – 'Marius' Mules'.

With these reforms, the Roman army became the best armed force in the ancient world. These changes ultimately allowed powerful and ambitious men in Rome to amass military support and use this to advance their political careers. Arguably, the rise of client armies made civil war inevitable in Rome.

Resources list

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