



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY

GENERAL YEAR 12

Acknowledgement of country

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Sample assessment task

Ancient History – General Year 12

Task 8 – Unit 4

Assessment type	Historical inquiry
Conditions	Time for the task: two weeks of directed classwork and homework The validation extended answer will be written in class at the end of the research period
Task weighting	10% of the school mark for this pair of units

Part A: Historical inquiry process: The assassination of Julius Caesar (25 marks)

‘But the most open and deadly hatred towards him [Caesar] was produced by his passion for the royal power.’

(Plutarch, *Caesar*, V 60)

Investigate Plutarch’s proposition regarding the reasons for the assassination of Julius Caesar.

1. In collaboration with the teacher, devise a set of focus questions to guide your inquiry. (3 marks)
2. Select a range of ancient and modern sources which provide different perspectives on the assassination of Julius Caesar (including Suetonius’ account of the assassination). (6 marks)
3. Use an appropriate note-making framework to take notes from the sources. The source of information for your research notes must be recorded following the school protocols. The inquiry notes must:
 - be clear and ordered (headings can be used) (2 marks)
 - address the focus questions (2 marks)
 - cover the key areas of your inquiry. (6 marks)
4. Draft some conclusions about the reasons for the assassination of Julius Caesar and the validity of Plutarch’s proposition. Use examples to support your conclusions. (4 marks)
5. Construct a bibliography following the school protocols. (2 marks)

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

Part B

The validation extended answer will be written in class.

Research notes can be used when writing the extended answer.

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

Sample extended answer: The assassination of Julius Caesar (24 marks)

1. Describe **three** of Caesar's actions in the period of 49–44 BC which angered many of the Roman people. (6 marks)
2. Identify and explain **three** possible motives for Caesar's assassination. (9 marks)
3. Does Plutarch's proposition fully explain why Caesar was assassinated? Provide reasons to support your argument. (9 marks)

Marking key for sample assessment task 8 – Unit 4

Part A: Historical inquiry process: The assassination of Julius Caesar (5%)

Description	Marks
Focus questions	
Devises a set of questions which clearly identifies the key areas of the inquiry	3
Devises a set of simple questions which identifies a few areas of the inquiry	2
Lists a few simple questions which may or may not identify key areas of the inquiry	1
Subtotal	/3
Selection of sources	
Selects a range of relevant ancient and modern sources that provide clear and accurate information and evidence about the reasons for the assassination of Caesar Selects sources that show a variety of perspectives	5–6
Selects a few mostly modern sources that provide some information and evidence about the reasons for the assassination of Caesar Selects sources that show some differences in perspectives	3–4
Uses one source that provides limited information about the reasons for the assassination of Caesar	1–2
Subtotal	/6
Inquiry notes	
Presents notes clearly, using an appropriate note-making framework	2
Presents notes in some order	1
Subtotal	/2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	/2
Makes notes that are relevant to the key areas of the inquiry, including: <ul style="list-style-type: none"> the key elements of Plutarch's proposition that Caesar wanted to be king and this is why he was assassinated other possible reasons for people wanting to assassinate Caesar evidence which may support other reasons for the assassination of Caesar evidence which may support Plutarch's proposition evidence which may not support Plutarch's proposition 	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one area of the inquiry	1–2
Subtotal	/6
Drafting conclusions	
Drafts conclusions based on inquiry findings about the reasons for the assassination of Caesar and the validity of Plutarch's proposition Uses examples and evidence to support the conclusions	3–4

Description	Marks
Attempts to draft some conclusions about the reasons for the assassination of Caesar Uses limited examples which may support the conclusions	1–2
Subtotal	/4
Bibliography	
Follows correct format according to the school protocols	2
Lists sources used	1
Subtotal	/2
Total Part A	/25

Part B: Validation extended answer (5%)

- Describe **three** of Caesar's actions in the period of 49–44 BC which angered many of the Roman people.

Description	Marks
Provides a clear, detailed description of three of Caesar's actions which angered many of the Roman people	6
Provides a clear, detailed description of two of Caesar's actions which angered many of the Roman people and Describes one of Caesar's actions with limited detail	5
Provides a clear, detailed description of two of Caesar's actions which angered many of the Roman people	4
Provides a clear, detailed description of one of Caesar's actions which angered many of the Roman people and Describes two of Caesar's actions with limited detail or Describes three of Caesar's actions with limited detail	3
Describes two of Caesar's actions with limited detail	2
Describes one of Caesar's actions with limited detail	1
Total	/6

Answers could include, but are not limited to:

Examples of Caesar's actions which angered many of the Roman people include:

- Caesar deposed two tribunes of the people for removing a crown that had been placed on one of his statues by a member of the crowd.
- Caesar insulted the Senate (and so therefore the Roman people) by not rising to greet them when they came with a list of honours that they had just voted to bestow on him.
- Caesar ignored precedent, choosing magistrates several years ahead of time, and allowed foreigners into the Senate.
- Caesar made public statements that the Republic no longer existed except in name, and his word was now law.

2. Identify and explain **three** possible motives for Caesar's assassination.

Description	Marks
Identification of possible motives for Caesar's assassination	1–3 (1 mark per motive)
Subtotal	/3
Explanation of three possible motives for Caesar's assassination	
Provides a clear, detailed explanation of the three possible motives for Caesar's assassination	6
Provides a clear, detailed explanation of two of the possible motives for Caesar's assassination and Describes a third possible motive with limited detail	5
Provides a clear, detailed explanation of two possible motives for Caesar's assassination	4
Provides a clear, detailed explanation of one possible motive for Caesar's assassination and Describes two possible motives with limited detail or Describes three possible motives with limited detail	3
Provides a clear, detailed explanation of one possible motive for Caesar's assassination or Describes two possible motives with limited detail	2
Describes one possible motive with limited detail	1
Subtotal	/6
Total	/9
Answers could include, but are not limited to:	
<p>Possible motives for Caesar's assassination:</p> <ul style="list-style-type: none"> • Plutarch's proposition, which was that Caesar wanted to be king and this is why he was assassinated. • Suetonius' account of the assassination of Caesar provides alternative motives to those suggested by Plutarch. • Caesar had become increasingly powerful by accumulating many offices between 49–44 BC. This was outside the normal powers of magistrates in Republican Rome. • Caesar was granted dictatorship for life in 44 BC and advance agreement was given for all of his future acts, with all magistrates having to take an oath to uphold these acts. Caesar did not need kingship; he had all power concentrated in his hands. • Caesar planned a war in Parthia, which would mean he would rule Rome from the East. • Caesar's behaviour had become increasingly autocratic and he began to treat the Senate without proper respect. • Caesar accepted many honours, including his head appearing on Roman coins (reserved for dead leaders), a temple to honour his clemency and a new college of priests. These honours set Caesar apart, as they were reserved for the gods not men. • Caesar's all-powerful position threatened the Republic where the Senate, magistrates and Assemblies were supposed to govern Rome. Caesar's assassins claimed they were saving the Republic. 	

3. Does Plutarch's proposition fully explain why Caesar was assassinated? Provide examples to support your argument.

Description	Marks
Accurately identifies that Plutarch's proposition is not a full explanation of the reasons for Caesar's assassination	1
Subtotal	/1
Development of argument	
Develops a clear argument that Plutarch's proposition does not fully explain the reasons for Caesar's assassination Provides a number of detailed and clearly explained examples that support the argument	7–8
Develops an argument that Plutarch's proposition does not fully explain the reasons for Caesar's assassination Provides a few detailed examples that support the argument	5–6
States that Plutarch's proposition does not fully explain the reasons for Caesar's assassination Provides a few examples to support the argument	3–4
States that Plutarch's proposition does not fully explain the reasons for Caesar's assassination Provides a few limited examples that may or may not support the argument	1–2
Subtotal	/8
Total	/9
Answers could include, but are not limited to:	
<p>The reasons why Plutarch's proposition is not a full explanation of why Caesar was assassinated include:</p> <ul style="list-style-type: none"> • There is little evidence to support Plutarch's proposition apart from the claims of Cicero and of the conspirators who assassinated Caesar. Caesar knew that the title of king was despised by the Roman people and, as dictator for life, he already had the power of a king. • Suetonius gives a different account of the reasons for the assassination of Caesar. • Caesar was granted many offices that gave him greater power than any other magistrate and this was a threat to the Republican system. The conspirators claimed that they had saved the Republic. • Caesar's behaviour became increasingly autocratic and was seen as disrespectful to the Senate and other magistrates. This angered men whose own personal ambitions were being frustrated. • Caesar planned a war on Parthia and this would have meant that he would rule Rome from the East through men he hand-picked for positions of power. Therefore, men who believed it was their right to govern as consuls and the senatorial class would have been made powerless. • Caesar's many honours included some that were reserved for the gods or for dead leaders and this created an impression that he thought he was above all other men. 	

Sample assessment task

Ancient History – General Year 12

Task 2 – Unit 3

Assessment type	Explanation
Conditions	Time for the task: 45 minutes under standard test conditions In-class extended answer – one A4 page of dot-point notes can be used when writing the extended answer
Task weighting	10% of the school mark for this pair of units

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1. Explain the purpose of Tiberius Gracchus' *lex agraria* (land bill). (4 marks)
 2. Describe **three** of the main provisions of the *lex agraria* (land bill). (6 marks)
 3. Explain **three** of the methods Tiberius Gracchus used to get his *lex agraria* (land bill) passed. (6 marks)
 4. Describe the Senate's response to Tiberius Gracchus' attempt to stand for the tribunate a second time. (4 marks)
- (20 marks)**

Marking key for sample assessment task 2 – Unit 3

1. Explain the purpose of Tiberius Gracchus' *lex agraria* (land bill).

Description	Marks
Identifies that the purpose of the <i>lex agraria</i> was to redistribute land ownership in order to return to a situation that existed before the war with Hannibal	1–2
Provides elaboration of this point the: <ul style="list-style-type: none"> <i>lex agraria</i> would return the economy to one based on peasant landowners <i>lex agraria</i> would return the army to one based on peasant landowners as the soldiers 	1–2
Total	/4

2. Describe **three** of the main provisions of the *lex agraria* (land bill).

Description	Marks
Provides a clear and detailed description of three of the main provisions of the <i>lex agraria</i>	6
Provides a clear and detailed description of two of the main provisions of the <i>lex agraria</i> and States one of the main provisions of the <i>lex agraria</i>	5
Provides a clear and detailed description of two of the main provisions of the <i>lex agraria</i>	4
Provides a clear and detailed description of one of the main provisions of the <i>lex agraria</i> and States two of the main provisions of the <i>lex agraria</i> or States three of the main provisions of the <i>lex agraria</i>	3
States two of the main provisions of the <i>lex agraria</i>	2
States one of the main provisions of the <i>lex agraria</i>	1
Total	/6
Answers could include, but are not limited to:	
<ul style="list-style-type: none"> The <i>lex agraria</i> was overseen by a commission of three men who allocated the plots of land. Small holdings of public land were allocated to landless citizens only. Poor citizens would pay a small rental for the land. Poor citizens were unable to sell their allotments of land (to prevent the wealthy from buying up this land). Wealthy farmers had to return some of the public land that they were farming or occupying illegally. Wealthy farmers could retain in perpetuity 500 <i>iugera</i> of public land and 250 <i>iugera</i> for each of two sons or daughters as their own property as compensation for the return of the rest of the public land. 	

3. Explain **three** of the methods Tiberius Gracchus used to get his *lex agraria* (land bill) passed.

Description	Marks
Provides a clear and detailed explanation of three of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed	6
Provides a clear and detailed explanation of two of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed and Provides a limited explanation of one of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed	5

Description	Marks
Provides a clear and detailed explanation of two of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed	4
Provides a clear and detailed explanation of one of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed and States two of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed or States three of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed	3
States two of the methods Tiberius Gracchus used to get his <i>lex agraria</i> passed	2
States one method Tiberius Gracchus used to get his <i>lex agraria</i> passed	1
Total	/6
Answers could include, but are not limited to:	
<ul style="list-style-type: none"> Tiberius bypassed the Senate and took his legislation straight to the People's Assembly which meant ignoring all precedent. Tiberius applied 'traditional forms' of pressure (threats of violence) to the tribune M. Octavius to get him to remove his veto against the legislation so that it would be passed. Tiberius had M. Octavius deposed and removed from the Assembly to remove Octavius' veto against the legislation. Tiberius threatened to pass a law through the People's Assembly to use King Attalus' wealth, which he had bequeathed to Rome, to pay for the land distribution. Finance and foreign affairs had always been responsibilities of the Senate. Tiberius sought re-election as tribune for the next year to protect himself from prosecution and to ensure the implementation of the <i>lex agraria</i>. 	

4. Describe the Senate's response to Tiberius Gracchus' attempt to stand for the tribunate a second time.

Description	Marks
Provides a clear and detailed description of the Senate's response to Tiberius Gracchus' attempt to stand for the tribunate a second time	3–4
Provides a limited description of the Senate's response to Tiberius Gracchus' attempt to stand for the tribunate a second time	1–2
Total	/4
Answers could include, but are not limited to:	
<ul style="list-style-type: none"> The Senate saw Tiberius Gracchus' attempt to stand for the second tribunate as potentially leading to a permanent leader of the people. The Senate had no official means to deal with a challenge to its authority, as the consul refused to pass the <i>senatus consultum ultimum</i> (final decree of the Senate). The chief priest decided to act and led the armed senators to the Capitol on the day of the vote. Tiberius Gracchus and 300 of his supporters were killed by the senators and their bodies were thrown into the Tiber. 	

Sample assessment task

Ancient History – General Year 12

Task 3 – Unit 3

Assessment type	Source analysis
Conditions	Total marks: 30 marks Time for the task: 50 minutes under standard test conditions The task is based on two (2) sources presenting information on the major changes that took place during the career of Gaius Marius (133–87 BC) and the period of the Late Republic.
Task weighting	10% of the school mark for this pair of units Refer to the Year 12 General Externally Set Tasks and Marking keys on the Authority website.

Question 1 (3 marks)

(a) Tick **one** to best describe **Source 1**. Give a reason to support your response. (2 marks)

ancient source ☐

modern source ☐

Reason: _____

(b) Tick **one** box to best describe **Source 1**. (1 mark)

written source ☐

archaeological source ☐

map/diagram ☐

reconstruction ☐

Question 2**(8 marks)**(a) Outline **four pieces of** information provided by **Source 1**.**(4 marks)**

One: _____

Two: _____

Three: _____

Four: _____

(b) Describe the historical context of **Source 1**. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s in the source

(4 marks)

(4 marks)

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Question 4

(5 marks)

Summarise what **Source 1** and **Source 2** tells us about change in this ancient society.

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Marking key for sample assessment task 3 – Unit 3

Question 1

(a) Tick **one** to best describe **Source 1**. Give a reason to support your response.

Description	Marks
Identification	
Identifies the source correctly	1
Subtotal	/1
Reason	
Gives a reason to support the response	1
Subtotal	/1
Total	/2
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

(b) Tick **one** box to best describe **Source 1**.

Description	Marks
Identifies the source correctly	1
Total	/1

Question 2

(a) Outline **four** pieces of information provided by **Source 1**. (4 marks)

Description	Marks
Outlines four pieces of information	4
Outlines three pieces of information	3
Outlines two pieces of information	2
Outlines one piece of information	1
Total	/4
Note: the specific points made in the responses will depend on the source selected.	

(b) Describe the historical context of **Source 1**. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s in the source.

Description	Marks
Describes in accurate detail the historical context of Source 1	4
Provides some specific details about the historical context of Source 1	3
Makes simple or general comments about the historical context of Source 1	2
Makes superficial comment/s about the historical context of Source 1 Or	1

Description	Marks
Recounts information from the source	
Total	/4
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

Question 3

Identify and explain the message/s conveyed by **Source 2**. Provide evidence from the source in your response.

Description	Marks
Identifies and explains the message/s conveyed by Source 2 and provides relevant evidence from the source	4
Identifies the message/s conveyed by Source 2 and provides evidence from the source	3
Makes simple or general comments in relation to the message conveyed by source 2. Provides limited evidence from the source	2
Makes superficial comments in relation to the message conveyed by Source 2 Or Recounts information from Source 2	1
Total	/4
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

Question 4

Summarise what **Source 1** and **Source 2** tell us about change in this ancient society.

Description	Marks
Summarises what both sources tell us about change in the society	5
Outlines what both sources tell us about change in the society	4
Provides specific points about at least one source and change in the society	3
Makes simple or general comments about at least one source and change in the society	2
Makes superficial comments about at least one source and change in the society Or Recounts information from the source	1
Total	/5
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

Question 5

Outline **two** major changes, **other than** those shown in **Source 1** and **Source 2**, that occurred in this society. Explain the importance of these changes.

Description	Marks
For each of the two major changes:	
Outlines a major change, other than those shown in Source 1 and Source 2, that occurred in the ancient society, providing some relevant detail	2
Lists a major change that occurred in the ancient society	1
Subtotal	/4
For each of the two explanations:	
Explains the importance of the major change, providing specific details to support the response	3
Provides some relevant points about the importance of the major change, using some relevant evidence/examples	2
Makes superficial comments about a major change	1
Subtotal	/6
Total	/10
<p>Students who only outline and explain changes shown in Source 1 and Source 2 must only be awarded a maximum of 4 marks.</p> <p>Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.</p>	

Sample assessment task

Ancient History – General Year 12

Task 9 – Unit 4

Assessment type	Test
Conditions	Total marks: 20 marks Time for the task: 45 minutes under standard test conditions
Task weighting	7.5% of the school mark for this pair of units

-
1. Describe **two** aspects of Octavian's family background. **(2 marks)**

Aspect 1: _____

Aspect 2: _____

2. Explain Antony's position after the assassination of Caesar. **(6 marks)**

3. What were Cicero's Philippics?

(2 marks)

4. Explain **two** of the main reasons for the formation of the Second Triumvirate.

(4 marks)

Reason 1: _____

Reason 2: _____

5. Explain **three** factors which enabled Octavian's rise to power during the period of the Second Triumvirate. **(6 marks)**

Factor 1: _____

Factor 2: _____

Factor 3: _____

Marking key for sample assessment task 9 – Unit 4

1. Describe **two** aspects of Octavian's family background.

Description	Marks
Describes two aspects of Octavian's family background	2
Describes one aspect of Octavian's family background	1
Total	/2
Answers could include, but are not limited to:	
<ul style="list-style-type: none"> Octavian was born into an old, wealthy, equestrian family (the Octavii). Octavian was the grandson of Julius Caesar's sister. Octavian was adopted by Julius Caesar in his will as his heir in 44 BC at the age of 19. 	

2. Explain Antony's position after the assassination of Caesar.

Description	Marks
Provides a clear and detailed explanation of Antony's position after the assassination of Caesar	5–6
Provides an explanation of Antony's position after the assassination of Caesar	3–4
States with limited detail Antony's position after the assassination of Caesar	1–2
Total	/6
Answers could include, but are not limited to:	
<ul style="list-style-type: none"> Immediately after the assassination, Antony gained possession of Caesar's State papers, including his will, and he called a meeting of the Senate. Antony helped Cicero obtain an amnesty for the assassins from the Senate and obtained a public funeral for Caesar. Antony read out Caesar's will at the funeral. The will named Octavian and D. Brutus as Caesar's heirs and left 300 <i>sesterces</i> to every Roman citizen. Antony took over control of the government of Rome and took the opportunity to embezzle large sums of public money and much of Octavian's inheritance from Caesar. 	

3. What were Cicero's Philippics?

Description	Marks
Cicero's Philippics were a series of four speeches and a pamphlet that attacked Antony as a dictator.	1
Cicero's later Philippics called on the Senate and the People of Rome to rise up against Antony to save the Republic. Cicero also called for the annulment of all of Antony's legislation.	1
Total	/2

4. Explain **two** of the main reasons for the formation of the Second Triumvirate.

Description	Marks
Clearly explains two of the main reasons for the formation of the Second Triumvirate	4
Clearly explains one of the main reasons for the formation of the Second Triumvirate and Briefly states another reason for the formation of the Second Triumvirate	3
Clearly explains one of the main reasons for the formation of the Second Triumvirate	2

Description	Marks
States a reason for the formation of the Second Triumvirate	1
Total	/4
Answers could include, but are not limited to:	
<p>The Second Triumvirate was formed out of political and military need. The main reasons include:</p> <ul style="list-style-type: none"> • Octavian had become consul through a coup d'état and so his position was insecure. • Antony had been declared an outlaw by the Senate and so he needed his legal status restored. • Octavian and Antony needed to join forces against the Republicans to gain revenge against Caesar's assassins. • Octavian and Antony needed to gain legal control of the armies. • Octavian and Antony needed to secure their personal careers. 	

5. Explain **three** factors which enabled Octavian's rise to power during the period of the Second Triumvirate.

Description	Marks
Provides a clear, detailed explanation of three factors which enabled Octavian's rise to power during the period of the Second Triumvirate	6
Provides a clear, detailed explanation of two of the factors which enabled Octavian's rise to power during the period of the Second Triumvirate and Describes a third factor which enabled Octavian's rise to power	5
Provides a clear, detailed explanation of two factors which enabled Octavian's rise to power during the period of the Second Triumvirate	4
Provides a clear, detailed explanation of one of the factors which enabled Octavian's rise to power during the period of the Second Triumvirate and Describes one or two factors with limited detail or Describes three possible factors with limited detail	3
Provides a clear, detailed explanation of one of the factors which enabled Octavian's rise to power during the period of the Second Triumvirate or Describes two factors with limited detail	2
Describes one factor with limited detail	1
Total	/6
Answers could include, but are not limited to:	
<p>There are numerous factors which enabled Octavian's rise to power during the period of the Second Triumvirate, including:</p> <ul style="list-style-type: none"> • Octavian's adoption as Julius Caesar's son and his change of name to Gaius Julius Caesar Octavianus • Caesar's veterans joined Octavian as the son of Caesar and Octavian paid them out of his own funds when Antony kept his inheritance from Caesar • the deification of Caesar, which made Octavian the son of a god • Octavian's recognition of his own limitations and his ability to surround himself with very able people (Agrippa, Maecenas) • Octavian's very useful marriage alliances (Clodia Pulchra, Scribonia and then Livia) • Antony's marriage to Cleopatra and his poor treatment of Octavia (Octavian's sister and Antony's wife) turned public opinion in Rome and Italy against Antony • in the final naval battle of Actium, the two sides were equally matched but Octavian had the advantage as Agrippa was the best naval tactician Rome had produced 	

Acknowledgements

Sample assessment Task 8 – Unit 4

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