**Sample Assessment Outline**

Ancient History (Rome)

ATAR Year 11

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

**Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

# Sample assessment outline

# Ancient History (Rome) – ATAR Year 11

## Unit 1 and Unit 2

This outline is based on Unit 1, Elective 3 – Rome: Decline of the Republic and Unit 2, Elective 3 – Rome: Republic to Empire

| **Assessment type (from syllabus)** | **Assessment type weighting (from syllabus)** | **Assessment task weighting** | **When** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Historical inquiry | 20% | 10% | Semester 1Part A: Issue Week 6Submit Week 8Part B: Week 8 | Task 2: Historical inquiry – the impact and significance of Marius’ reformsPart A: Topic – investigation into the military, focusing on the reforms of Marius; the composition and role of the armies; the impacts of Marius’ reforms on society and politics, including client armies and the significance of the military for the Roman Republic. Students produce a graphic organiser summarising their findings.Part B: Validation – an in-class, unseen extended answer question under test conditions. Graphic organiser submitted. |
| 10% | Semester 2Part A: Issue Week 6Submit Week 8Part B: Week 8 | Task 6: Historical inquiry – Caesar’s dictatorship and assassinationPart A: Topic – investigation into Caesar’s dictatorship and the ancient and modern interpretations about the reasons for Caesar’s assassination, using source evidence provided by the teacher. Students annotate at least three extracts from ancient sources and produce a graphic organiser summarising their findings.Part B: Validation – an in-class, unseen extended answer question under test conditions. Graphic organiser and annoted extracts submitted. |
| Short answer | 20% | 8% | Semester 1Week 10 | **Task 3:** Short answer – SullaA series of closed or partially open questions under test conditions.These questions may or may not be scaffolded and can include response to stimulus/source material.Topic – Sulla’s rise to consulship, marches on Rome, proscriptions and the Sullan reforms. |
| 12% | Semester 2Week 11 | **Task 7**: Short answer – the ‘Second Triumvirate’A series of closed or partially open questions under test conditions.These questions may or may not be scaffolded and can include response to stimulus/source material.Topic – the ‘Second Triumvirate’, including the emergence of Octavian and the formation of the ‘Second Triumvirate’, including aims and methods and the reasons for its breakdown. |
| Extended answerExtended answer | 20% | 10% | Semester 1Week 5 | Task 1: Extended answer – Tiberius and Gaius GracchusA scaffolded, unseen extended answer question with three parts under test conditions.Topic – the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi (tribunate) andthe response of the senatorial class. |
| 10% | Semester 2 Week 3 | Task 5: Extended answer – the ‘First Triumvirate’An extended answer question that may or may not be scaffolded and can include response to stimulus. To be conducted under test conditions.Topic­­ – the creation of the ‘First Triumvirate’, consulship of Caesar, breakdown of the ‘First Triumvirate’. |
| Examination | 40% | 15% | Semester 1 Week 16 | Task 4: Semester 1 examination –2.5 hours using a modified examination design brief from the Year 12 ATAR syllabus.Section One: Short answer – Unit 1 (five questions from a choice of six) (50%).Section Two: Extended answer (two questions from a choice of three) (50%). |
| 25% | Semester 2Week 16 | Task 8: Semester 2 examination – 3 hours plus 10 minutes reading time. Same format as the Year 12 ATAR course.Section One: Short answer – Part A Unit 1: four questions from a choice of five (25%) and Part B Unit 2: four questions from a choice of five (25%).Section Two: Extended answer – Part A Unit 1 one question from a choice of three (25%) and Part B Unit 2: one question from a choice of three (25%). |
| **Total** | **100%** | **100%** |  |