

Ancient History marking guide and response

External assessment 2023

Short response (47 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues in relation to a topic focused on people, power and authority in the Ancient World
3. analyse evidence from historical sources to show understanding in relation to a topic focused on the nature of power and how it was exercised in the Ancient World
4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a powerful individual, group or society in the Ancient World
5. evaluate evidence from historical sources to make judgments in relation to a topic focused on people, power and authority in the Ancient World
6. create responses that communicate meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World.

Note: Objective 2 is not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide

Short response

Criterion: Comprehending

Q	The response:	The response:
1	First benefit <ul style="list-style-type: none">describes one way the poet-to-patron relationship benefited Augustus [1 mark]uses well-chosen evidence from Source 1 [1 mark]	Second benefit <ul style="list-style-type: none">describes a second way the poet-to-patron relationship benefited Augustus [1 mark]uses well-chosen evidence from Source 1 [1 mark]

Criterion: Analysing

Q	The response:	M	The response:	M	The response:	M
2	Implicit meaning 1		Implicit meaning 2		Implicit meaning 3	
	<ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2 	3	<ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2 	3	<ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2 	3
	<ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2 	2	<ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2 	2	<ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2 	2
	<ul style="list-style-type: none"> describes a meaning related to Augustus's qualities 	1	<ul style="list-style-type: none"> describes a meaning related to Augustus's qualities 	1	<ul style="list-style-type: none"> describes a meaning related to Augustus's qualities 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating

Q	The response, for Source 3:	M	The response, for Source 4:	M
3	Usefulness			
	<ul style="list-style-type: none"> explains a discerning judgment about usefulness using well-chosen evidence from the source 	2	<ul style="list-style-type: none"> explains a discerning judgment about usefulness using well-chosen evidence from the source 	2
	<ul style="list-style-type: none"> makes a judgment about usefulness referring to relevant evidence from the source 	1	<ul style="list-style-type: none"> makes a judgment about usefulness referring to relevant evidence from the source 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	Reliability			
	<ul style="list-style-type: none"> explains a discerning judgment about reliability using well-chosen evidence from the source 	2	<ul style="list-style-type: none"> explains a discerning judgment about reliability using well-chosen evidence from the source 	2
	<ul style="list-style-type: none"> makes a judgment about reliability referring to relevant evidence from the source 	1	<ul style="list-style-type: none"> makes a judgment about reliability referring to relevant evidence from the source 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Comprehending

Q	The response:	M
3	<ul style="list-style-type: none">demonstrates an informed understanding of issues related to the question	2
	<ul style="list-style-type: none">demonstrates an understanding of issues related to the question	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:	M
3	<ul style="list-style-type: none">organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used	3
	<ul style="list-style-type: none">organises paragraph/s to convey ideas relating to the question, acknowledging sources used	2
	<ul style="list-style-type: none">conveys ideas related to the question	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Q	The response:	M	
4	<ul style="list-style-type: none"> • presents a sophisticated historical argument that responds directly to the question 	5	
	<ul style="list-style-type: none"> • presents a reasoned historical argument that responds directly to the question 	4	
	<ul style="list-style-type: none"> • presents a basic historical argument that responds to the question 	3	
	<ul style="list-style-type: none"> • presents a superficial argument about Augustus and the Roman Republic 	2	
	<ul style="list-style-type: none"> • makes statements about Augustus 	1	
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0	
	The response:		
	<ul style="list-style-type: none"> • skilfully combines relevant evidence from all four sources to develop the historical argument 	5	
	<ul style="list-style-type: none"> • combines relevant evidence from all four sources to develop the historical argument 	4	
	<ul style="list-style-type: none"> • combines evidence from three sources to develop the historical argument 	3	
	<ul style="list-style-type: none"> • refers to relevant evidence from two sources 	2	
	<ul style="list-style-type: none"> • refers to evidence from one source 	1	
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0	

Criterion: Comprehending

Q	The response:	M
4	<ul style="list-style-type: none"> demonstrates appropriate use of relevant historical terms and concepts placed in context 	2
	<ul style="list-style-type: none"> demonstrates use of historical terms or concepts 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	The response:	
	<ul style="list-style-type: none"> demonstrates an informed understanding of issues associated with Augustus's rule 	3
	<ul style="list-style-type: none"> demonstrates an understanding of issues associated with Augustus's rule 	2
	<ul style="list-style-type: none"> demonstrates a superficial understanding of issues associated with Augustus's rule 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating

Q	The response:	M
4	<ul style="list-style-type: none">explains how evidence from two sources corroborates a point being made in the argument	3
	<ul style="list-style-type: none">identifies evidence from two sources that corroborates a point being made in the argument	2
	<ul style="list-style-type: none">identifies evidence from two sources that corroborate with each other	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:	M
4	<ul style="list-style-type: none">organises paragraph/s purposefully to succinctly and fluently convey ideas relating to question, acknowledging sources used	3
	<ul style="list-style-type: none">organises paragraph/s to convey ideas relating to the question, acknowledging sources used	2
	<ul style="list-style-type: none">conveys ideas related to the question	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0



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