

JOHN EDMONDS ON HIGH SCHOOL

Assessment Notification

Faculty: History Course: Ancient History Year: 12

Assessment Task: In-Class Essay (Using sources)

Assessment Weighting: 20% Due: Term 2 Week 7, Friday Date: 14/06/2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task Description/Overview

You will be completing an essay response in class on one of two essay questions to be selected on the day. The essay question is based on one of the two syllabus sections listed below. You will be provided with stimulus sources that you may use in completing your essay.

The potential essay questions are as follows:

Question A: Assess the impact of Caesar's career on his time. Support your response using evidence from relevant sources.

OR

Question B: To what extent was the First Triumvirate responsible for the fall of the Roman Republic?

This essay is to be completed in class, where you will be given 45 minutes. The essay question is unseen, until the time of the response; however, you will be expected to research the syllabus area to prepare for the essay.

Absences on the day, or late arrival to school, will receive an N-Warning.

Detailed Assessment Task Description

The task is to be completed in class during Period 4 on Friday 14/6/23.

SYLLABUS AREA ONE: Personalities in Their Times (Julius Caesar)

SPECIFIC SYLLABUS FOCUS:

- Evaluation, including:
 - Impact and influence on his time
 - Assessment of his life and career
 - Legacy

SYLLABUS AREA TWO: Historical Periods (The Fall of the Roman Republic 78-31 BC)
SPECIFIC SYLLABUS FOCUS:

- Political developments in the late Republic, including:
 - First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus
 - Activities and breakdown of the First Triumvirate
 - Political crises: role of the Senate, use of the army for political purposes, urban violence.

STIMULUS SOURCES:

THE TWO SOURCES BELOW ARE PROVIDED AS STIMULUS MATERIAL. YOU MAY REFER TO THEM IF YOU WISH.

SOURCE 1

“He [Caesar] was an idealist, a workaholic and a political enabler and manipulator, who would bend the system to his own ends if the wheels of change did not whirl fast enough for him.”

Antony Kamm

Julius Caesar: A Life, Routledge: Taylor & Francis Group, 2006. Page 3.

SOURCE 2

“...and after he [Caesar] had clandestinely got ready a large gang he introduced into the senate laws to better the condition of the poor... this was to go to fathers of three children, and made a vast crowd of people indebted to Caesar for the favour... he asked Pompeius and Crassus in public for their opinion on the laws, and they supported them, and the people came to the voting carrying concealed daggers.”

Appian

The Civil Wars, Book II: 9-10, London: Penguin Books, 1996. (trans. John Carter)

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

ANCIENT HISTORY ASSESSMENT TASK 3 MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an informed judgement about the impact of the personality/personalities on their time and the period following based on criteria relevant to the historical context • Presents a sustained, logical and well-structured response with accurate and detailed knowledge of the life and reign/career of the personality • Supports the response with detailed and accurate information from a number of sources; attempts to analyse and evaluate sources • Uses a range of appropriate historical terms and concepts 	21 - 25
<ul style="list-style-type: none"> • Provides a judgement about the impact of the personality/personalities on their time and the period following • Presents a logical, structured response with detailed knowledge of the life and reign/career of the personality • Supports the response with information from some sources; may analyse and evaluate sources • Uses appropriate historical terms and concepts 	16 - 20
<ul style="list-style-type: none"> • May make some judgement about the impact of the personality/personalities • Presents a response with some knowledge of the life and reign/career of the personality • Supports the response with information from some sources • Uses some appropriate historical terms and concepts 	11 - 15
<ul style="list-style-type: none"> • Makes statements about the life of the personality/personalities, may attempt to mention impact • Presents descriptive narration with basic knowledge of the personality • May support the response with basic information from sources • Basic use of appropriate historical terms and concepts 	6 - 10
<ul style="list-style-type: none"> • Presents a very limited narration/description of the personality/personalities • Very limited or no use of appropriate sources and historical terms and concepts 	1 - 5

Areas of strength:

Areas in need of improvement and strategies for next time:
