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| Assessment Task 7 Mark: /28 Weighting: 10% | |
| Year level | Year 11 |
| Learning area | Humanities and Social Sciences |
| Subject | Ancient History - General |
| Title of task | Julius Caesar |
|  | |
| Description of task | Students will be expected write an explanation (essay) about Julius Caesar. depictions/texts.  PART A – Booklet  PART B – Essay |
| Type of assessment | Explanation |
| Suggested time | 1 Week Research/Booklet  60 minutes (timed conditions) – Writing Explanation |
|  | |
| Content from the Western Australian Curriculum | Julius Caesar   * Key achievements (life and career) * Legacy and Representations |
| Task preparation | |
| Assessment Practice | Class work, power point slides, guided lessons, essay notes page |
| Assessment task | |
| Assessment conditions | In-Class work  Test Conditions |
| Resources | Task Booklet  Explanation Writing/Response Booklet |

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: / /**

**Teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ancient History – General Year 11

Task 7 — Unit 2 Assessment type: Explanation

Task weighting: 10% of the school mark for this pair of units

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**Create a Mind Map below of everything you know about the historical context of Julius Caesar**

**Choose ONE (1) of the following THREE (3) questions to respond to:**

1. *Discuss* ‘power’ in relation to the **life and achievements** of Julius Caesar.
2. *Discuss* 3 (THREE) **key events** that occurred in Julius Caesar’s life that allowed him to **gain power** in the Late Roman Republic.
3. *Describe* why Caesar, Crassus and Pompey **needed the First Triumvirate**, and how they used it to their **own advantage**.

Chosen question: \_\_\_\_\_\_

*Outline* what the questions means in your own words:

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Write a *THESIS STATEMENT* for your essay below, outlining the key argument/s of your essay.

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Identify and briefly outline any background information about Julius Caesar’s life:

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Plan your THREE (3) body paragraphs below:

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| --- | --- |
| Body Paragraph 1 | |
| Topic Sentence |  |
| Explanation/Evidence |  |
| Link |  |
| Body Paragraph 2 | |
| Topic Sentence |  |
| Explanation/Evidence |  |
| Link |  |

|  |  |
| --- | --- |
| Body Paragraph 3 | |
| Topic Sentence |  |
| Explanation/Evidence |  |
| Link |  |

**PEER REVIEW:**

Choose TWO (2) other students to review your planning above. They must complete the feedback below.

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| REVIEWER NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| FEEDBACK: TWO (2) areas of strength  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| FEEDBACK: TWO (2) areas of improvement  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| REVIEWER NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| FEEDBACK: TWO (2) areas of strength  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| FEEDBACK: TWO (2) areas of improvement  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Choose ONE (1) of the following essay questions about Julius Caesar:**

1. *Discuss* ‘power’ in relation to the **life and achievements** of Julius Caesar.
2. *Discuss* 3 (THREE) **key events** that occurred in Julius Caesar’s life that allowed him to **gain power** in the Late Roman Republic.
3. *Describe* why Caesar, Crassus and Pompey **needed the First Triumvirate**, and how they used it to their **own advantage**.

**ESSAY QUESTION CHOICE:\_\_\_\_\_\_\_\_**

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**END OF ASSESSMENT TASK**

**SPARE LINES**

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**MARKING KEY**

PART A – Investigation Booklet

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| **Julius Caesar Investigation Booklet Marking Key – Historical Skills** | |
| **Description** | **Marks** |
| **Historical Skills** | |
| Responds effectively to key words in research or essay tasks and is mostly accurate in applying evidence and historical understandings from acknowledged sources. Uses appropriate historical terms and concepts and develops a coherent response which is largely narrative. | 4 |
| Responds to key words in research or essay tasks, applying limited evidence and historical understandings from acknowledged sources. Uses appropriate historical terms and develops a structured response which is largely narrative | 3 |
| Responds to some aspects of research or essay tasks; selects and acknowledges limited sources, and uses little supporting evidence. Recounts most of the major features of the historical narrative, and develops a limited structure for the response. | 2 |
| Responds to tasks, but with a limited and/or inaccurate interpretation of the question and source material. Displays a limited knowledge of the historical narrative and structural conventions in responses. | 1 |
| Does not attempt Julius Caesar Investigation Booklet. | 0 |
| **Subtotal:** | **/4** |

|  |  |
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| **Julius Caesar Investigation Booklet Marking Key – Historical Understanding** | |
| **Description** | **Marks** |
| **Historical Understanding** | |
| Explains how key individuals have acted as agents for change, using their power to shape their society. | 4 |
| Describes how key individuals have acted as agents for change, using their power to shape their society | 3 |
| Describes some ways that key individuals have acted as agents for change, using their power to shape society. | 2 |
| Lists some ways that key individuals have acted as agents for change or how they have used their power | 1 |
| Does not attempt Julius Caesar Investigation Booklet. | 0 |
| **Subtotal:** | **/4** |
| **TOTAL:** | **/8** |

PART B – Explanation: Essay

|  |  |
| --- | --- |
| **Essay Marking Key** | |
| **Description** | **Marks** |
| **Introductory Paragraph** | |
| Provides an introductory paragraph clearly related to the area/topic of the question, demonstrating an understanding of the focus and key terms of the question, and gives a clear sense of the proposition and direction of the essay | 4 |
| Provides an introductory paragraph containing a few sentences outlining the theme of the essay and includes a simple proposition | 2 - 3 |
| Provides an opening paragraph that gives a general indication that the topic is understood and includes a simple proposition  OR  has a sentence or two outlining the ‘who’ or ‘what; to be discussed in the essay. | 1 |
| No attempt at Introductory Paragraph | 0 |
| **Subtotal:** | **/4** |
| **Identification and description of similarities and differences** | |
| Clearly identifies a number of similarities and differences between the two texts in a historical context  Uses examples to support the answer | 5 - 6 |
| Identifies some similarities and differences between the two texts with some reference to the historical context  Uses limited examples in an attempt to support the answer | 3 - 4 |
| Partially identifies a few similarities and differences between the two texts with limited reference to the historical context  Provides minimal or no examples | 0 - 2 |
| **Subtotal:** | **/6** |
| **Development of Argument** | |
| Develops a sustained, logical and coherent argument which shows a depth of analysis  Uses appropriate historical terminology and concepts | 5 - 6 |
| Develops an argument which is mostly analytical, logical and coherent  Uses some appropriate historical terminology and concepts | 4 |
| Attempts to develop an argument  Uses some appropriate historical terminology | 3 |
| Provides a response which contains a number of generalisations and statements that lack supporting evidence  Uses little if any historical terminology | 2 |
| Provides a disjointed discussion which suggests little understanding of the topic | 0 - 1 |
| **Subtotal:** | **/6** |
| **Conclusion** | |
| Draws the essay’s argument or point of view together.  Draws a conclusion about the extent of similarities and differences between the two (2) texts)  Provides a summary of the evidence to support this conclusion | 3 - 4 |
| Summarises the essay’s point of view  Attempts to draws a conclusion about the extent of similarities and differences between the two (2) texts  Provides some summary of the evidence to support this conclusion | 2 |
| Is based on the essay’s general focus OR is very superficial OR vaguely summarises with the use of clichés OR merely repeats the proposition stated in the introduction.  Provides limited/no summary of the evidence to support this conclusion | 1 |
| No attempt at Conclusion Paragraph | 0 |
| **Subtotal:** | **/4** |
| **TOTAL:** | **/20** |