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

**Date: / /**

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

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| --- | --- |
| Assessment Task 1 Mark: /25 Weighting: 10% | |
| Year level | Year 12 |
| Learning area | Humanities and Social Sciences |
| Subject | Ancient History - General |
| Title of task | Tiberius and Gaius Gracchus (133 – 121 BCE) |
|  | |
| Description of task | Students will be expected to answer several source analysis questions that display their understanding of Tiberius and Gaius Gracchus |
| Type of assessment | Source Analysis |
| Suggested time | 1 hour period |
|  | |
| Content from the Western Australian Curriculum | **Key people, ideas and events of the period**  **Effects of continuity and change in the period**  **Tiberius and Gaius Gracchus (133–121 BCE)**   * the problems confronting Rome in 133 BCE; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate * Tiberius Gracchus and the *lex agraria*; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate’s reaction * role of *Optimates* and *Populares*; the use of the tribunate; the use of *senatus consultum ultimum* (final decree of the senate) * impact of the Gracchi’s reforms; and the challenge to the Senate and the Roman Republic |
| Task preparation | |
| Assessment Practice | Class work, power point slides, guided lessons |
| Assessment task | |
| Assessment conditions | In-Class work  Test Conditions |
| Resources | Explanation (Essay) Response Booklet |

**Teacher Feedback:**

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

Ancient History – ATAR Year 12

**Unit 3:** Task 1

**Assessment type:** Explanation (Essay)

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

**INSTRUCTIONS: Choose ONE (1) of the following questions.  
Respond to that question as a historical explanation (essay).**

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**Choose ONE (1) of the following questions:**

**Question 1:** *Analyse* how **Tiberius and Gaius Gracchus** shaped the period of 133–121 BCE.

* How did these the brothers contribute to the socio-political landscape of ancient Rome during this time?

**Question 2:** *Examine* the effects of **continuity and change** in the period of Tiberius and Gaius Gracchus.

* How did their reforms challenge or reinforce existing structures and traditions within Roman society?
* Discuss the impact on the political, economic, and social aspects of the Roman Republic.

**QUESTION CHOICE (circle): 1 2**

**BRAINSTORM ESSAY IDEAS BELOW:**

Ridge View Secondary College

# Ancient History – GENERAL Year 12

## Task 1 – Unit 3

**Assessment type:** Explantation (Essay)

**MARKING KEY**

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|  |  |  |
| --- | --- | --- |
| **Guide to marking responses** | **Marks** | |
| **Introduction** | |  |
| 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. | | 3 |
| Provides an introductory paragraph containing a few sentences outlining the theme of the essay and includes a simple proposition. | | 2 |
| 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 |
| **Subtotal** | | **/3** |
| **Understanding of historical narrative** | |  |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change. | | 4 |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change. | | 3 |
| Provides a mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change. | | 2 |
| Provides a simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas. | | 1 |
| **Subtotal** | | **/4** |
| **Argument** | |  |
| Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent. | | 5–6 |
| Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative. | | 4 |
| Demonstrates a sense of argument. | | 3 |
| Provides a number of generalisations and some relevant statements. | | 2 |
| Provides a disjointed discussion/argument that suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change. | | 1 |
| **Subtotal** | | **/6** |
| **Supporting evidence** | |  |
| Provides detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction to debate or evaluate the proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | | 7–9 |
| Provides mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | | 5–6 |
| Provides some accurate and relevant evidence. | | 3–4 |
| Provides limited evidence that is sometimes inaccurate or irrelevant. | | 1−2 |
| **Subtotal** | | **/9** |
| **Conclusion** | |  |
| Draws the essay’s argument or point of view together. | | 3 |
| Summarises the essay’s point of view. | | 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 conclusion. | | 1 |
| **Subtotal** | | **/3** |
| **Total** | | **25** |