

<b>Task Name:</b> Historical Analysis	<b>Unit:</b> Period – The Fall of the Roman Republic 78-31BC
<b>Task Distributed:</b> Week 3, Term 1 2026	<b>Task Due:</b> Friday 8 <sup>th</sup> May 2026 (Term 2 Week 3)
<b>Task Type:</b> Historical Analysis	<b>Syllabus Outcomes:</b> AH12-1, AH12-2, AH12-4, AH12-6, AH12-7, AH12-8, AH12-10
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 3

## Task Description

### Part A: Research and Annotated Bibliography (15 marks)

#### Research (no hand in component)

Students are required to create, research their own essay question and plan an essay of approximately **700-900 words**. You should plan to be able to write this essay in 45 mins, timed conditions, in an exam setting. The question must be related to the Fall of the Roman Republic (78-31BC). The question must be approved by your teacher and drawn from a topic from the following list:

- Caesar: military career, dictatorship, assassination or legacy
- Pompey: significance of military and political career
- First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus
- Cicero: role and significance
- Political crises: role of the Senate, use of the army for political purposes, urban violence, role of optimates vs populares
- Second Triumvirate: formation, activities and breakdown

Once you have selected a topic, you are required to generate a specific question for your essay that enables you to develop a reasoned argument, supported by a range of historical evidence. Your question must start with a higher order NESA verb. You are encouraged to use **quotes** from at **least 3 primary sources** from different authors.

Some examples of high-quality questions for this task are:

- *To what extent was Julius Caesar's dictatorship a significant turning point in the fall of the Roman Republic?*
- *How did the use of the army for political purposes contribute to the political crises that led to the fall of the Roman Republic?*
- *Evaluate the impact of the activities of the members of the Second Triumvirate on the breakdown of the Roman Republic, considering the perspectives of different social and political factions involved.*
- *Analyze the role of the Senate in exacerbating the political crises that led to the fall of the Roman Republic, considering the contesting perspectives of the optimates and populares.*
- *To what extent was Pompey the most significant individual in the political developments of the late Republic?*
- *Assess the impact of Cicero on political developments in this period.*
- *Assess the significance of Pompey's extraordinary commands to developments in the late Republic.*
- *To what extent were the activities of the First and Second Triumvirates similar?*

### Submit (hand in component)

You are required to produce a bibliography of at least eight (8) sources that you used to construct your argument in the essay. All sources used must be Harvard referenced. These references should demonstrate breadth of research.

- Three (3) of the resources in this bibliography must be published works such as books or journal articles.
- At least **three (3) should be primary** sources.
- Any other sources can be resources of your choosing such as documentaries, podcasts or academic websites.

Select THREE (3) of the sources in your bibliography and write a 100-word explanation of the value of the resource to your investigation. You should consider **perspective, value and limitations** in your annotation.

You are advised to select three sources that clearly differ (e.g. they present different perspectives on your chosen topic, a mix of primary and secondary) to allow you to demonstrate wide research and engagement with different kinds of material.

### **Part B: In Class Essay (25 marks)**

You will come into class and write the essay you have researched in Part A in timed exam conditions.

You will have a space to write your essay question. You will have 45 minutes to write your essay.

### **NESA Glossary of Key Words**

- Evaluate: Make a judgement based on criteria; determine the value of
- Assess: Make a judgement of value, quality, outcome
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### **Details of Submission**

Part A (Annotated Bibliography) must be submitted as a single document on your Ancient History Google Classroom by 8:40am on 8<sup>th</sup> May 2026. Ensure your chosen question is clearly identified on the document.

Part B (In class essay) will be completed in exam conditions in period 4 on 8<sup>th</sup> May 2026.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2026 Assessment Guide for more information.

## Feedback Provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

### **What Areas of Learning will this Assessment Task Report On?**

In this task you will be assessed on your ability to:

- Use of a range of historical evidence to support a reasoned conclusion in response to a precise question
- Communicate a logical, structured and cohesive response, using a variety of key concepts and terms
- Demonstrate thorough knowledge and understanding of your chosen topic and historical concept

# Marking Criteria

## PART A: ANNOTATED BIBLIOGRAPHY

Criteria:	Marks
<ul style="list-style-type: none"><li>Provides a properly referenced bibliography that clearly demonstrates evidence of wide and relevant research</li><li>Provides clear insightful explanations of the value of THREE sources from the bibliography</li></ul>	4-5
<ul style="list-style-type: none"><li>Provides a referenced bibliography that demonstrates evidence of relevant research (may have some problems with structure, breadth or quality/number of resources)</li><li>Provides explanations of the value of THREE sources from the bibliography</li></ul>	3
<ul style="list-style-type: none"><li>Provides a bibliography that demonstrates evidence of some research (may have serious problems with structure or quality/number of the resources)</li><li>Provides some comment on sources in the bibliography</li><li>OR</li><li>May provide an excellent bibliography with little/no evaluation of sources.</li></ul>	2
<ul style="list-style-type: none"><li>Provides basic evidence of research</li><li>Offers little/no comment on the source material</li></ul>	1

### Comment:

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## PART B: In Class ESSAY

Criteria:	Marks
<ul style="list-style-type: none"><li>• Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question</li><li>• Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation</li><li>• Quotes from at least 3 primary sources of different authors to support the argument.</li><li>• Inquiry question reflects a sophisticated understanding of historiography.</li><li>• Presents a well -structured, logical and cohesive response using appropriate historical terms and concepts</li></ul>	21-25
<ul style="list-style-type: none"><li>• Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question</li><li>• Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation.</li><li>• Quotes from at least 2 primary sources of different authors to support the argument.</li><li>• Inquiry question reflects a very good understanding of historiography.</li><li>• Presents a well -structured response using appropriate historical terms and concepts</li></ul>	16-20
<ul style="list-style-type: none"><li>• Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the question</li><li>• Uses sound historical knowledge and understanding including some relevant evidence</li><li>• Quotes from at least 1 primary source to support the argument.</li><li>• Inquiry question reflects some understanding of historiography.</li><li>• Presents a structured response using some appropriate historical terms and concepts</li></ul>	11-15
<ul style="list-style-type: none"><li>• Presents a generalised, mostly relevant or descriptive response</li><li>• Uses some historical knowledge</li><li>• May quote from 1 primary source</li><li>• An inquiry question has been formulated.</li><li>• Communicates using some historical terms AND/OR concepts</li></ul>	6-10
<ul style="list-style-type: none"><li>• Makes general statement(s) in relation to the question</li><li>• Limited or no reference to sources.</li><li>• No inquiry question has been formulated.</li><li>• May use some historical terms AND/OR concepts</li></ul>	1-5

### Comment:

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