Year: 12  
Course: Ancient History  
Task Number: 3  
Topic: The Julio-Claudians and the Roman Empire AD 14-69  
Weighting: 15%  
Due Date: 16/5/2014  

Question:  
Assess the positive and negative features of the reign of the second of the Julio-Claudian emperors, Gaius (Caligula) 37-41AD.  

Remember – Assess means to “make a judgement of value, quality, outcomes, results or size.”

Task Description: This is a research task. This therefore requires you to find material on the set topic, process this information and present it in a coherent and detailed manner.

- You need to present the response as an essay.
- The response needs to be typed.
- The required length is 1,500 – 2,000 words.
- References to ancient and modern sources are required. These need to be identified in the essay by putting the source of the quote in brackets after the quote (or providing footnoting which is optional)
- You need to provide a bibliography at the end of the essay, which accurately lists all sources accessed for the essay. (There needs to be an evident link between the sources listed in the bibliography and those used in the essay!)
- It is important to present your own work! Where you are using a source directly, make this reference clear. Otherwise, the essay needs to be the product of your research and thinking!

Normal penalties for plagiarism apply!!

Outcomes to be assessed: H1.1, H2.1, H3.1, H3.4, H3.6, H4.1, H4.2

Failure to Complete or Submit an Assessment Task

If you do not attend school on the Due Date of an assessment task to submit or complete the task in person you will be given a Zero Mark for the task unless you comply with the following Assessment Guidelines:

You must call the school on that day and indicate that you will miss the Assessment Task.

(a) For Assessment Tasks completed at home – you must submit the assessment task before school on the next day you attend, or
(b) For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school on the next day you attend and discuss when you will complete the task missed or a substitute task.

You must attach a Medical Certificate with your appeal indicating how your Illness/Misadventure affected you completing the Assessment Task.

The full version of the Assessment Guidelines can be viewed on the school website: www.elderslie-h.schools.nsw.edu.au/
Task Instructions:

How to structure the essay response.

Follow the essay outline below -:

• Introduction
• Paragraph 1
• Paragraph 2
• Paragraph 3
• Paragraph 4 etc
• Conclusion

■ The introduction should include:
  – Statement of main theme/argument/thesis/point
  – Elaboration of thesis moving from general to specific
  – An indication of essay’s main points

■ How to structure the paragraphs in the essay (The PEEL method)

  P – POINT
  Thesis statement/topic sentence
  What are you trying to say?
  What is the paragraph about?

  E – ELABORATION
  Elaborate/provide detail on your point

  E – EVIDENCE
  Provide evidence to support your point

  L – LINK
  Link back to the specific terms of the question

■ The conclusion should include:
  – A strong restatement of your theme/point/thesis statement (rephrased)
  – A clear restatement of the key areas covered in the essay and the way they
    highlight your thesis
  – Conclusions normally start with – ‘Therefore…….’

PLEASE NOTE THAT DRAFTS WILL BE CHECKED BY YOUR CLASS TEACHER
BUT THE FOLLOWING RESTRICTIONS APPLY –:

➢ NO FIRST DRAFTS WILL BE CHECKED UNLESS RECEIVED PRIOR TO
  8PM ON FRIDAY 9TH MAY
➢ NO SECOND THIRD ETC DRAFTS WILL BE CHECKED UNLESS
  RECEIVED PRIOR TO 8PM ON TUESDAY 13TH MAY
➢ NO DRAFTS WILL BE CHECKED AFTER TUESDAY 13TH MAY SO BE
  ORGANISED IF YOU WOULD LIKE TO TAKE ADVANTAGE OF EDITS
  FROM YOUR TEACHER!!!!!
### MARKING GUIDELINES
#### HISTORICAL PERIOD

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Makes accurate, detailed and sustained judgements of the positive and negative features of the reign of Gaius (Caligula) on the Roman Empire, identifying the roles and importance of key individuals, events, ideas and groups.</td>
<td>21-25</td>
</tr>
<tr>
<td>• Presents a sustained and well structured response drawing on a clear identification of relevant features of the period supported by detailed and accurate information from relevant ancient and modern sources, using a range of appropriate terms and concepts</td>
<td></td>
</tr>
<tr>
<td>• Includes a relevant bibliography.</td>
<td></td>
</tr>
<tr>
<td>• Makes some judgements of the positive and negative features of the reign of Gaius (Caligula) on the Roman Empire, identifying key individuals, events, ideas and groups.</td>
<td>16-20</td>
</tr>
<tr>
<td>• Presents a structured response drawing on an identification of relevant features of the period and supported by detailed and accurate information from ancient and/or modern sources, using appropriate terms and concepts</td>
<td></td>
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<tr>
<td>• Includes a bibliography.</td>
<td></td>
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<tr>
<td>• Describes how Gaius (Caligula) affected some individuals, events, ideas or groups within the Roman Empire.</td>
<td>11-15</td>
</tr>
<tr>
<td>• Presents a more limited narrative with some identification of relevant features of the period supported by some information from ancient and/or modern sources, using a more narrow range of terms and concepts.</td>
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<tr>
<td>• May include a bibliography.</td>
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<tr>
<td>• Makes some statements about the reign of Gaius (Caligula).</td>
<td>6-10</td>
</tr>
<tr>
<td>• Presents a limited description of some features of the period supported by a basic use historical information that may incorporate some historical terms</td>
<td></td>
</tr>
<tr>
<td>• May include a bibliography.</td>
<td></td>
</tr>
<tr>
<td>• Presents a very limited narration/description of people and/or events.</td>
<td>1-5</td>
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