



Ancient History

A / T / M

Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

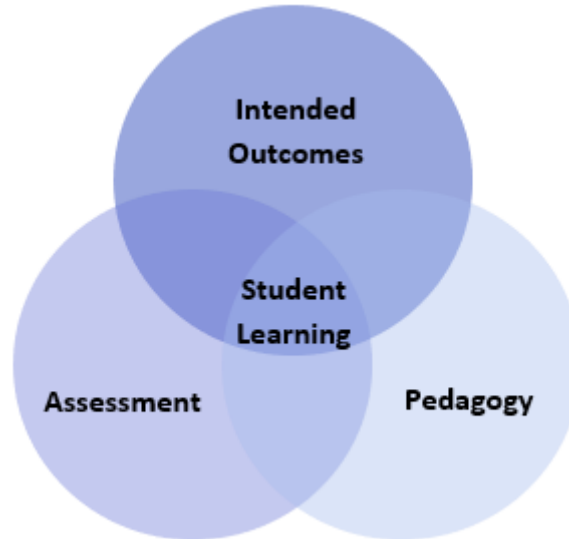
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Student Capabilities

Literacy

Literacy is of fundamental importance in the study of Ancient History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient writers, photographs, films, artifacts, sites and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

Numeracy

Numeracy is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Information and Communication Technology (ICT) Capability

ICT capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Critical and Creative Thinking

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Personal and Social Capability

Personal and social capability skills are developed and practiced in Ancient History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Ancient History. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.

Ethical Understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

Intercultural Understanding

Intercultural understanding is a vital part of historical learning in Ancient History. Students acquire knowledge of culturally diverse perspectives and roles and learn how these can change over time. Students develop an understanding of the diverse societies and cultures of the ancient world and that different ways of life provide a frame of reference for recognising and appreciating intercultural diversity in the contemporary world. They also explore different perspectives, the historical contexts for those perspectives and the legacies of ancient societies in relation to the contemporary world.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander histories and cultures is addressed in this subject through the investigation of sites of significance to Aboriginal and Torres Strait Islander people, and the preservation and conservation of those sites. Students develop skills to engage with relevant issues, and the subject includes the ethical concerns associated with the treatment and display of physical and human remains.

Asia and Australia's Engagement with Asia

Asia and Australia's engagement with Asia includes study of India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Chinese society. The subject also includes the role of individuals in society, and key developments in particular historical periods to develop an understanding of India and China in ancient times.

Sustainability

Sustainability provides opportunities to study of the use of technology in ancient times to access resources and control the environment.

AC Ancient History

A/T/M

Rationale

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

The Ancient History curriculum begins with a study of the evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. The curriculum concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

The Ancient History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. The Ancient History curriculum caters for the interests of students and teachers by providing choice as well as opportunity for breadth and depth of study across the four units.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world to their close study of features and structures of ancient societies.

Goals

- Ancient History aims to develop students':
- knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Student Group

The Ancient History curriculum continues to develop student learning in history through the same strands used in the Foundation to Year 10 history curriculum, although the historical knowledge and understanding strand includes a wider range of concepts and contexts for historical study.

The Ancient History curriculum continues to provide opportunities to study world history in the ancient period in more depth. This includes contexts related to Egypt, the Near East, Greece, Rome and Asia.

The Ancient History curriculum continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

Unit Titles

- Investigating the Ancient World
- Ancient Societies
- People, Power and Authority
- Reconstruct the Ancient World
- Reconstruct Ancient Societies

Organisation of Content

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The Ancient History curriculum consists of four units. For each unit there are seven to 16 topic electives that focus on a particular event, society, historical period, site, source or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

Ancient Societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

People, Power and Authority

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

Reconstruct the Ancient World

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Reconstruct Ancient Societies

This unit combines *Ancient Societies a* and *Reconstruct the Ancient World a*.

Teachers should identify the topics to be covered in each unit at the beginning of the course to ensure there is no duplication in topics studied.

Information on concepts and topics underpinning all the units are at the following address:

<http://www.australiancurriculum.edu.au>

Strand Organisation

The Ancient History curriculum continues to develop student learning in history through the two strands of historical knowledge and understanding, and historical skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical knowledge and understanding

This strand focuses on knowledge and understanding of key institutions, structures and features of ancient societies through the study of significant periods, events, developments, and individuals. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand presents skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Foundation to Year 10 curriculum and which continue to be developed in the Ancient History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

Relationships between the strands

The two strands are interrelated and the content has been written to enable integration of the strands in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the historical knowledge and understanding strand.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Humanities and Social Sciences A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences T Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences A Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses and evaluates processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures to understand individual and collective behaviour describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts explains processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impacts with some use of evidence identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts describes processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts identifies processes of change with little to no reference to our world and our place in the world
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates ideas and arguments in modes using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect reflects with little or no thought on own learning or the significance of Humanities and Social Sciences identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates basic ideas and arguments in modes using minimal evidence, language or referencing

Achievement Standards Humanities and Social Sciences T Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impact with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	<ul style="list-style-type: none"> applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas in modes and arguments using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas in modes and arguments using minimal evidence, language and referencing

Achievement Standards Humanities and Social Sciences M Course – Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence 	<ul style="list-style-type: none"> describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence 	<ul style="list-style-type: none"> describes a significant issue/event with assistance describes different perspectives and interpretations of an issue/event with assistance 	<ul style="list-style-type: none"> describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing 	<ul style="list-style-type: none"> describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing 	<ul style="list-style-type: none"> undertakes an inquiry with direct instruction applies appropriate methodology to investigate a need, problem or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction

Investigating the Ancient World

Value 1.0

Investigating the Ancient World a

Value 0.5

Investigating the Ancient World b

Value 0.5

Unit Description

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of ONE ancient site, event or change, individual or group through to modern times.

This study provides an opportunity to explore key artifacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence including the ethical practice, ownership and representation of the ancient world. The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the nature of evidence of the ancient past (of a site, event or change, individual or group) and of issues relating to the usefulness of the evidence in constructing representations of that past • identify key concepts as part of a historical inquiry, including evidence, perspectives and interpretation 	<ul style="list-style-type: none"> • understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past • apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation 	<ul style="list-style-type: none"> • describe the evidence of the ancient past (of a site, event or change, individual or group)

A course	T course	M course
<ul style="list-style-type: none"> use a range of evidence to support and communicate a historical explanation or argument 	<ul style="list-style-type: none"> use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate a historical explanation or argument 	<ul style="list-style-type: none"> use evidence in a historical inquiry to support a historical explanation

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time demonstrate historical knowledge and understanding by using specific historical terminology and accurate chronology 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events and change over time demonstrate historical knowledge by ordering events into chronological order
<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical issues by reading, viewing and reviewing historical texts develop a coherent research plan in response to guided research tasks 	<p>Historical questions and research</p> <ul style="list-style-type: none"> formulate, test and modify propositions to investigate historical issues frame questions to guide inquiry and develop a coherent research plan for inquiry 	<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical issues by reading and viewing simple historical texts follow a research plan under teacher direction

A course	T course	M course
<ul style="list-style-type: none"> • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research by constructing bibliographies and referencing information 	<ul style="list-style-type: none"> • identify, locate and organise relevant information from a range of primary and secondary sources • identify and practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research by constructing a bibliography
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • interpret evidence from different types of sources to develop and sustain a historical argument • describe the reliability and usefulness of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify primary and secondary sources when responding to questions about the sources • respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain different perspectives of individuals and groups in the past when examining historical texts • identify and explain different historical interpretations and how different historians view the same events differently by reviewing different explanations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past when examining historical texts

A course	T course	M course
<ul style="list-style-type: none"> construct reasoned and supported conclusions when reviewing different explanations of the past 	<ul style="list-style-type: none"> evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	<ul style="list-style-type: none"> identify that views of the past change
<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> create texts from sources communicate historical understanding by constructing explanations of past events create a list of references

Historical Knowledge and understanding

For the **standard (1.0) unit**, students investigate the significant issues related to at least TWO of the following topics:

- Historical authentication and reliability
- Preservation, conservation, and/or reconstruction of ancient sites
- Cultural heritage, ownership and the role of museums
- Treatment and display of human remains

For the **half standard (0.5) unit**, students investigate the significant issues related to at least ONE of the above topics.

AND

For the **standard (1.0)** and **half standard (0.5)** units, students study how at least **ONE** ancient site, event or change, individual or group, chosen from the following topic electives, has been interpreted and represented:

Ancient site	Events and changes	Individual	Group
Ancient Thera (Santorini) Masada	The Battle of Kadesh The destruction of Troy The 'Fall' of the Roman Empire in the West The Roman Games	Alexander the Great Cleopatra Cao	The Celts The Early Christians

There are opportunities to make connections between the significant issues and the ancient site, events and changes, individual or group studied, for example the historical authentication and reliability of Homer's Iliad as evidence for the destruction of Troy.

An **alternative study** of an ancient site, event, individual or group may be up to circa AD 650 from any part of the world, for example Lake Mungo; the Classical Maya; the Etruscans; Hannibal; Ashoka the Great; Boudicca, the assassination of Julius Caesar. Any topic other than the suggested topic electives should be chosen on the basis that the ancient site, events and changes, individual or group has been interpreted and represented in different ways, and has been the subject of some controversy.

Requisite historical skills described at the start of this unit

Historical authentication and reliability

How evidence from the ancient world has been lost, destroyed and re-discovered.

Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe.

Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources.

Ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources.

The motivations of the perpetrators of fakes and forgeries, and the significance of the evidence they were intended to provide about the ancient past.

Preservation, conservation, and/or reconstruction of ancient sites

The nature of the site/s, and the condition and extent of the remains.

Issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site (for example environmental factors, war, terrorism, pillaging, poverty).

The effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s, including relevant national or international charters or conventions (for example, UNESCO) and international efforts to protect ancient sites of world heritage significance.

The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda.

Cultural heritage, ownership and the role of museums

The nature and significance of the cultural property for the society to which it belongs.

The arguments for and against the return of the cultural property to its original home.

The nature and impact of looting and the illegal trade of antiquities on cultural heritage.

The role of museums in acquiring, collecting, and storing artefacts/cultural materials.

The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions.

Treatment and display of human remains

The condition of the human remains and how they were preserved, discovered and/or removed from where they were found.

The methods and results of scientific analysis (forensic techniques) and modern preservation of the remains.

The significance of the human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment.

The ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis.

Students study at least ONE ancient site, event, individual or group, from the following, which is to be taught with the requisite historical skills described at the start of this unit:

Ancient Thera (Santorini)

The geographic and historical context of Ancient Thera, including the location of Thera/Santorini in relation to mainland Greece and Crete, the Bronze-Age Aegean period, the origins of the Theran settlement, the rediscovery of Akrotiri and excavations at the site.

The nature of the sources most relevant to these interpretations and representations, for example Plato's dialogues about Atlantis (Timaeus and Critias c.360 BC), the Akrotiri wall paintings (the Spring Fresco, the Naval Campaign Fresco, The Young Boxers and the Fisherman Fresco), pottery, sculpture and other artefacts, and the site layout and architecture for Thera and Akrotiri.

The different interpretations and representations of Thera and the eruption (from the ancient past, to the more recent past, to today), including the portrayal of Ancient Thera as the legendary Atlantis, the significance of the site as a trading or religious settlement, the relationship of ancient Thera to the Minoan civilisation on Crete, and the extent of the impact of the Theran eruption on the Minoan civilisation on Crete and on the wider Mediterranean world.

The historical context of the interpretations and representations of Ancient Thera and why these have changed over time, including the legends surrounding the Aegean volcanic island of Thera, the role of scientific research into the date and size of the Theran earthquakes and eruption, the evolving portrayal of Akrotiri's features and its significance as a result of archaeological excavation and analysis.

The reliability and contestability of the interpretations and representations of ancient Thera, including the written and archaeological evidence for the Atlantis legend, the dating of the Theran eruption and the extent of its impact, the interpretation of the Akrotiri wall paintings, the commercial and religious significance of the Theran sites, and the significance of source selection, omission, emphasis and gaps in evidence.

Masada

The geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada.

The nature of the sources most relevant to these interpretations and representations, for example Josephus Flavius' *The Jewish War*, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin.

The different interpretations and representations of Masada (from the ancient past to the more recent past, to today) including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution.

The historical context of the interpretations and representations of Masada and why these have changed over time.

The reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in *The Jewish War*, debates about the meaning of the events at Masada in AD 73-74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence.

The Battle of Kadesh

The geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle.

The nature of the sources most relevant to these interpretations and representations, for example the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle.

The different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate.

The historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example the importance of the warrior pharaoh ideal in Rameses II's depiction of events.

The reliability and contestability of the interpretations and representations of the Battle of Kadesh, including the role of Rameses II in the battle; and the significance of source selection, omission, emphasis and gaps in evidence.

The destruction of Troy

The geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anatolian (Troy I-V) Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Mycenaeans and Hittite Empire in 13th Century BC, King Hattusili and the Ahhiyawa Kingdom.

The nature of the sources most relevant to the representations portrayed, for example the Homer's *Iliad*; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy.

The differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI).

The historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann.

The reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis.

The 'Fall' of the Roman Empire in the West

The geographic and historical context of the 'fall' of the Roman Empire in the West, including the Battle of Adrianople in AD 378, the Sack of Rome in AD 410 by Alaric and the Visigoths, and the abdication of Romulus Augustus as the last Roman Emperor in the West in AD 476.

The nature of the sources most relevant to these interpretations and representations, for example the writings of Julian, Ammianus Marcellinus, Orosius, Augustine City of God, and Zosimus.

The different interpretations and representations of the 'fall' of the Roman Empire in the West (from the ancient past, to the more recent past, to today), including Gibbon's Decline and Fall of the Roman Empire, and his view that the Roman Empire fell as a result of barbarian invasions and the promotion of Christianity; and the modern understanding of the "fall" of the Roman Empire in the West as a period of transformation.

The historical context of the interpretations and representations of the 'fall' of the Roman Empire and why these have changed over time, for example the importance of the Pagan versus Christian interpretations of events at the time and various modern reinterpretations.

The reliability and contestability of the interpretations and representations of the 'fall' of the Roman Empire, including the significance of source selection, omission, emphasis and gaps in evidence, for example debates about what is meant by the 'decline and fall' of the Roman empire.

The Roman Games

The geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues.

The nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics.

The different interpretations and representations of the games (from the ancient past to the present), including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films.

The historical context of the interpretations and representations and why these have changed, for example romantic representations, Christian interpretations, and modern versions of gladiatorial contests.

The reliability and contestability of interpretations and representations of the games, including the origins of the games (foreign or roman); debates about the political significance of the games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence.

Alexander the Great

The background to Alexander, including the nature of Macedonian kingship and political institutions; the expansion of Macedon under Philip II and the emergence of Macedon as a Mediterranean power; and Alexander's education, early experiences and accession to the throne.

The nature of the sources most relevant to the interpretations and representations of Alexander, for example: the writings of Plutarch, Arrian, and Curtius Rufus (including their own sources); Macedonian and Hellenistic representations (for example coins and statues); and Roman (literary and portraiture), Medieval (including art) and modern representations (including film and the work of modern historians for example Robin Lane Fox and Brian Bosworth).

The different interpretations and representations of Alexander (from the ancient past to the present), including Alexander as 'the great general', the philhellene, the founder of cities; and representations of his character and personality (for example Alexander's official portraiture), Alexander as god (Siwah), his relationships with his generals and troops (the murder of Cleitos), and his relations with Persia (the burning of Persepolis and the marriages at Susa).

The historical context of the interpretations and representations and why these have changed over time, including romantic representations, the model of generalship, and changing ideas about violence and imperialism.

The reliability and contestability of interpretations and representations of Alexander in ancient and modern written sources, images and film, including the significance of source selection, omission, emphasis and gaps in evidence.

Cleopatra

The background to Cleopatra, including the kingdoms of the Hellenistic world, the Ptolemaic dynasty in Egypt and the role of Ptolemaic women, the significance of Egypt within the Mediterranean world at the time, Egypt's relationship with Rome, the significance of Egypt in Rome's civil wars, and how Cleopatra rose to power.

The nature of the sources most relevant to these interpretations and representations, for example Plutarch, Horace, Shakespeare, Lucy Hughes-Hallett, portraiture from different periods, and representations in film.

The different interpretations and representations of Cleopatra (from the ancient past to the present), including how Cleopatra represented herself in monuments and inscriptions; her portrayals as the enemy of Rome, a femme fatale, the saviour of Egypt, and a victim; and modern feminist representations.

The historical context of the interpretations and representations of Cleopatra and why these have changed, for example her Macedonian ancestry and her depiction using traditional Egyptian artistic conventions.

The reliability and contestability of interpretations and representations of Cleopatra, including the significance of source selection, omission, emphasis and gaps in evidence.

Cao

The background to Cao, including an overview of Later Han dynasty society and the imperial bureaucracy, and the rise of Cao (AD 155-220) as founder of the Wei kingdom.

The nature of the sources most relevant to the interpretations and representations of Cao, including his poems and autobiography (AD 211).

The different interpretations and representations of Cao and how these have changed (from the ancient past, to the more recent past, to today), including his portrayals as a usurper, a brilliant but flawed tyrant, a military leader and hero, and as the 'man from the margins' (Rafe de Crespigny).

The historical context of the interpretations and representations of Cao, including the interpretations of his rise to power at the imperial court, the Chinese tradition of the heroes of the Three Kingdoms, the Battle of Red Cliff (AD 208) and the Battle of Guandu (AD 200).

The reliability and contestability of the interpretations and representations of Cao, including Cao as a 'tyrant' versus a 'good administrator'; the accuracy of the portrayal of Cao as a villain in the novel *Romance of the Three Kingdoms*; issues of political slander and propaganda, and the influence of contemporary circumstances on reassessments of Cao; and the significance of source selection, omission, emphasis and gaps in evidence.

The Celts

The geographical and historical context of the Celts, including main Celtic groups and cultures – Urnfield (1200-600BC), Hallstatt (700 – 500BC) and La Tène (500BC – AD100); social structure; cultural practices; Celtic art; technology; religious beliefs and Druidism; death and burial; interaction with other civilizations; conquest by the Romans; significant individuals for example Vercingetorix, Boudicca.

The nature of the sources and sites, including Vix and Hochdorf Burial; relevant excerpts from Caesar's *Gallic War* VII, Dio Cassius *Roman History* Books 40 & 43 (Vercingetorix) and Book 62 (Boudicca), Tacitus *The Annals* Books 14 (Boudicca), Asterix series, statues and other artistic representations of Boudicca and Vercingetorix.

The different interpretations and representations of the Celts (from the ancient past, to the most recent past, to today) including depiction as barbarians and/or rebels by Roman sources, freedom fighters in British and Gallic tradition, propaganda by Napoleon.

The historical context of the interpretations and representations of the Celts and why these have changed over time, for example Ancient Roman interpretations, modern imperialist and nationalistic propaganda, Celtic cultural legacy (art, music, language and beliefs).

The reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence.

The Early Christians

The geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion; the Jewish and Hebrew tradition, key aspects of Greco-Roman religion; the spread of Christianity throughout the Roman Empire; the Roman response including riots during Claudius' reign, Nero and the Great Fire, the persecution of Christians by Marcus Aurelius, Decius, Galerius, and Diocletian; and the Edict of Milan.

The nature of the sources and sites most relevant to these interpretations and representations, for example relevant excerpts from the Gospels, St Paul's Letters, The Acts of the Apostles, Josephus, the Martyr Acts, the Catacombs, Eusebius, Antioch and Alexandria and the significance of the sources in the reconstruction of the lives of the Early Christians.

The different interpretations and representations of the Early Christians (from the ancient past, to the more recent past, to today), as revealed in St Paul's Letters, anti-Christian graffiti, Suetonius' *Life of Claudius*, Tacitus, Pliny the Younger, Renaissance art, and films for example *Ben Hur*.

The historical context of the interpretations and representations of the Early Christians and why these have changed over time, for example the importance of Constantine's 'adoption' and legalisation of Christianity.

The reliability and contestability of the interpretations and representations of the Early Christians and their treatment in the Roman Empire to AD337, including the significance of source selection, omission, emphasis and gaps in evidence.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-14.

Ancient Societies

Value 1.0

Ancient Societies a

Value 0.5

Ancient Societies b

Value 0.5

Unit Description

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied. The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies.

Students are required to make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the significant features of ancient societies and the relationship between them • describe interpretations of the past differ and change over time • identify key concepts as part of a historical inquiry including evidence, the reliability of sources, perspectives and interpretations • use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument 	<ul style="list-style-type: none"> • understand the political, social, economic and other significant features of ancient societies and the relationship between them • understand that interpretations of the past change over time and are dependent on the perspective and context of the source • apply key concepts as part of a historical inquiry including evidence, reliability and usefulness of sources, significance, perspectives and interpretations • use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument 	<ul style="list-style-type: none"> • describe the significant features of ancient societies and the relationship between them • describe different interpretations of the past • use evidence in a historical inquiry to support a historical explanation

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • demonstrate historical knowledge and understanding by using specific historical terminology and accurate chronology 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events and change over time • demonstrate historical knowledge by ordering events into chronological order
<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues by reading, viewing and reviewing historical texts • develop a coherent research plan in response to guided research tasks • identify, locate and organise relevant information from a range of primary and secondary sources 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • formulate, test and modify propositions to investigate historical issues • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources identify, locate and organise relevant information from a range of primary and secondary sources 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues by reading and viewing simple historical texts • follow a research plan under teacher direction • organise relevant information from a range of primary and secondary sources

A course	T course	M course
<ul style="list-style-type: none"> practise ethical scholarship when conducting research by constructing bibliographies and referencing information 	<ul style="list-style-type: none"> identify and practise ethical scholarship when conducting research 	<ul style="list-style-type: none"> acknowledge sources when conducting research by constructing a bibliography
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify the origin and purpose of historical sources interpret evidence from different types of sources to develop and sustain a historical argument describe the reliability and usefulness of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify the origin, purpose and context of historical sources analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify primary and secondary sources when responding to questions about the sources respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> identify and explain different perspectives of individuals and groups in the past when examining historical texts identify and explain different historical interpretations and how different historians view the same events differently by reviewing different explanations of the past construct reasoned and supported conclusions when reviewing different explanations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> analyse and account for the different perspectives of individuals and groups in the past evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusion 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> identify perspectives of individuals and groups in the past when examining historical texts identify that views of the past change

A course	T course	M course
<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> create texts from sources communicate historical understanding by constructing explanations of past events create a list of references

Historical knowledge and understanding

For the **standard (1.0) unit**, students study TWO of the following topic electives, which are to be taught with the requisite historical skills described at the end of this unit.

- Old Kingdom Egypt, 3rd to 6th Dynasties
- Egypt in the Ramesside Period, 19th and 20th Dynasties
- Bronze Age Greece: Minoans or Mycenaeans, 2000 – 1100 BC
- Sparta, c. 700 – 371 BC
- Persia, 559 – 330 BC
- Rome, 753 – 264 BC
- Rome, 264 – 133 BC
- Ptolemaic Egypt, 331 BC – AD 31
- China in the Qin and Han Dynasties, 221 BC – AD 220
- Israel and Judah, 961 – 586 BC
- Assyria, 721 – 612 BC
- India in the Mauryan Dynasty, 321 – 185 BC

For the **half standard (0.5) unit**, students study ONE of the above topic electives, which are to be taught with the requisite historical skills described at the end of this unit.

For the chosen society, students **studying standard (1.0) and half standard (0.5) units** investigate the chronological and geographical context, social structure, political institutions, economic activities; and ONE of the following features as appropriate for the society selected:

- Slavery
- Art and architecture
- Weapons and warfare

- Technology and engineering
- The family
- Beliefs, rituals and funerary practices

For each chosen society, students investigate the nature of the ancient society at the start of the period, including:

The chronological and geographical context

- A broad chronological overview, from the origins of the society to the period that is the focus for investigation

The geographic location, including the nature of the environment and its influence on the society

Social structure

- The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable)
- The role and status of, and attitudes towards, women
- The role of, and attitude towards, children and education

Political institutions

- The key features of political organisation for example monarchy, kingship, tyranny, republic, democracy
- The role and function of key political institutions and political positions
- The key legal structures

Economic activities

- The nature and importance of economic activity for example agriculture, commerce, industry, trade and building programs
- The organisation of free and indentured labour
- Economic exchange for example tribute, taxation and coinage

In addition, for each chosen society, students study ONE of the following features as appropriate, which is to be taught with the requisite historical skills described at the start of this unit:

Slavery

The forms of slavery and its significance, including:

- the nature of the sources for slavery and evidence for the origins of slavery
- composition of slave groups, occupations (of men, women and children) and treatment
- the economic importance of slavery
- attitudes to slavery, the status of slaves and their relationship with masters
- the extent of slavery and significant events in the history of slavery, for example revolts.

Art and architecture

The nature and significance of art and architecture, including:

- the nature of the sources for art and architecture
- themes and styles of art
- the main features, materials, purpose and function of various forms of architecture
- the role and significance of art and architecture, public and private
- evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest.

Weapons and warfare

The development of weaponry and methods of warfare, including:

- the nature of the sources for weapons and warfare, and early evidence for military encounters in the ancient world
- the composition and role of armies and navies and changes in forms of weapons and military tactics
- the life of soldiers, their training and the conditions of service
- the significance of the military
- the political, economic and social impact of warfare and conquest.

Technology and engineering

The innovations in technology and engineering and their influence on daily life, including:

- the nature of the sources for technology and engineering
- technological feats in construction materials and methods related to buildings, structures and statues
- forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation)
- the use of technology in ancient times to access resources and control the environment
- the impact of technological innovations on social, economic and political development and their legacy.

The family

The role and characteristics of the family, including:

- the nature of the sources for the family, and early depictions of the family (men, women and children) in the historical record
- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities
- different concepts of the family, family structures and family ties, and the roles and relationships within the family, including the role and status of women
- concepts of childhood and childhood experiences, including: education, rites of passage, age of maturity
- the significance of the family in social and political life.

Beliefs, rituals and funerary practices

The different beliefs, rituals and funerary practices, including:

- the nature of the sources for beliefs, rituals and funerary practices
- the dominant beliefs and rituals
- the influence and significance of beliefs and rituals
- attitudes to and beliefs about death, and the concept of an afterlife
- funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-14.

People, Power & Authority

Value 1.0

People, Power & Authority a

Value 0.5

People, Power & Authority b

Value 0.5

Unit Description

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual.

Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives, interpretations and contestability.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> describe change and continuity within the historical period describe changes in power and authority and the role and impact of a significant individual on society identify key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives and interpretations recount interpretations and communicate historical argument using a range of evidence 	<ul style="list-style-type: none"> understand the nature and extent of change and continuity within the historical period understand developments in power and authority over time and the role and impact of a significant individual on society apply key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives, interpretations and contestability analyse and evaluate interpretations and communicate historical argument using a range of evidence 	<ul style="list-style-type: none"> describe change and continuity within the historical period describe changes in power and authority and how a significant individual used power use evidence in a historical inquiry to support a historical explanation communicate historical argument using evidence

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • demonstrate historical knowledge and understanding by using specific historical terminology and accurate chronology 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • identify links between events and change over time • demonstrate historical knowledge by ordering events into chronological order
<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues by reading, viewing and reviewing historical texts • develop a coherent research plan in response to guided research tasks • identify, locate and organise relevant information from a range of primary and secondary sources • practise ethical scholarship when conducting research by constructing bibliographies and referencing information 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • formulate, test and modify propositions to investigate historical issues • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources • identify and practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> • investigate historical issues by reading and viewing simple historical texts • follow a research plan under teacher direction • organise relevant information from a range of primary and secondary sources • acknowledge sources when conducting research by constructing a bibliography

A course	T course	M course
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin and purpose of historical sources • interpret evidence from different types of sources to develop and sustain a historical argument • describe the reliability and usefulness of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify primary and secondary sources when responding to questions about the sources • respond to evidence from sources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify and explain different perspectives of individuals and groups in the past when examining historical texts • identify and explain different historical interpretations and how different historians view the same events differently by reviewing different explanations of the past • construct reasoned and supported conclusions when reviewing different explanations of the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify perspectives of individuals and groups in the past when examining historical texts • identify that views of the past change

A course	T course	M course
<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> create texts from sources communicate historical understanding by constructing explanations of past events create a list of references

Historical knowledge and understanding

For a **standard (1.0) unit and half standard (0.5) unit**, students will study ONE of the following societies:

- New Kingdom Egypt to the death of Horemheb
- Persia, 560 – 330 BC
- Archaic Greece, 900 – 600 BC
- Athens, 490 – 445 BC
- Rome, 133 – 63 BC
- Rome, 63 BC – AD 14
- Later Han and the Three Kingdoms, AD 180 – 280

AND

For a **standard 1.0 unit**, students study ONE of the following individuals:

- Akhenaten
- Augustus
- Caesar
- Cicero
- Cimon
- Darius I
- Hatshepsut
- Liu Bei
- Livia
- Pericles

- Solon
- Sulla
- Themistocles
- Thutmose III
- Zhuge Liang
- Xerxes

Students study ONE of the following societies which is to be taught with the requisite historical skills described at the start of this unit:

New Kingdom Egypt to the death of Horemheb

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt
- The nature of power and authority at the beginning of the New Kingdom, including the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule); religion (significance of the pharaoh as god-king, Son of Re, Lord of the Two Lands, Upholder of Maat, the role and importance of Amun); the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier); and the bureaucracy (methods of taxation, commerce and trade)

Power and authority – change and development

- The role of 17th dynasty rulers, including queens, in the expulsion of the Hyksos and the establishment of the 18th dynasty
- The consolidation of the 18th dynasty in relation to the role and growing status of the Amun cult and Egyptian queens who took the title ‘God’s Wife of Amun’
- The religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders’ village, Deir el Medina; the significance of Theban festivals
- Conquest and expansion in Nubia and Syria-Palestine, the iconography of the ‘warrior pharaoh’, and the nature of Egyptian imperialism
- The development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire and the evidence provided by the military careers of at least TWO key individuals, for example Ahmose son of Ebana and Ahmose Pennekhbet
- The nature of the empire and its impact on economic development, including the significance of booty, tribute and trade
- The nature and impact of the Amarna revolution
- The nature and significance of the Restoration of Amun and other gods under Tutankhamun and Horemheb
- The changing nature of Egypt’s relations (for example warfare and diplomacy) with other powers, in particular the Mitanni and Hittites

Persia 560 – 330 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context, including Persian origins, neighbouring countries
- The nature of power and authority at the beginning of the period, including the social and political structure of Persian society (the role of king and court, the 'bandaka', the role of the family, tribal, and clan systems, royal women, commoners, subject peoples); religion (worship of the god Ahuramazda, the relationship of the king to Ahuramazda); the role of the priesthood and the nature of ritual (the Magi, fire altars, royal funerary customs, the significance of Zoroaster as a prophet); the economy (the nature and importance of agriculture, tribute and trade, Corvée obligations); and the military (the role and composition of the Persian army, the leadership structure and the role of the royal family)

Power and authority – change and development

- The reasons for the establishment of the Achaemenid dynasty under Cyrus II and its consolidation under Cambyses, Darius and Xerxes
- Issues related to dynastic succession, the iconography of Achaemenid kingship, and the role and importance of the bureaucracy (arstibara, vacabara, hazarapatish)
- The nature and importance of the imperial administration, including the role of the king, the military, the satrapy system, legal structures and laws; taxation; the development of coinage, weights and measures; the importance of communication and transport, for example the Royal Road; and the role of foreign workers, crafts and industry in Achaemenid building programs
- The nature and extent of imperial expansion, warfare, conquest and diplomacy, including the suppression of revolts for example in Babylon and Egypt, the invasions of Greece and the nature of Persian imperialism
- The importance of building programs as expressions of power, and the achievements of the Achaemenid dynasty in art and architecture; the royal capitals at Pasargadae, Susa, and Persepolis
- The impact of the religious policies of Persian kings within Persia and the empire, including Bel-Marduk, Hebrew beliefs and Egyptian gods
- The status of conquered powers within the empire and treatment of subject peoples, including Babylonians, Egyptians and Jews
- Reasons for the decline and collapse of the Persian Empire including Alexander the Great's invasion and the death of Darius III

Archaic Greece 900 – 600 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context, including the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia
- The nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the

Athenian polis (hereditary kingship, the role of clans and phratryae); the emergence of the Spartan polis and role of kings

Power and authority – change and development

- The development of the Athenian polis, including the transition from monarchic to oligarchic rule; the role of polemarch, basileus, archons, thesmothetae, Areopagus, Ecclesia, and legal structures, for example Draco's codification of laws
- The political, economic and cultural influence of Ionia on Athenian development
- Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly
- Causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture
- The political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class
- The impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet
- The causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power
- The emergence of Pan-Hellenic sites for example Dodona and Delphi; the importance of omens and oracles for example Zeus and Apollo at Delphi; the religious and political significance of the Pan-Hellenic Games, including Olympic, Pythian, Isthmian, and Nemean Games
- The nature and significance of technological innovation in pottery and monumental architecture

Athens 490 – 445 BC

Background for the period (approximately 10 percent of the teaching time for this topic)

- The chronological and geographical context of Athens in 490 BC, including Cleisthene's democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490BC, the Athenian response, and the Ionian Revolt
- The nature of power and authority in Athens in 490 BC, including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthene's reforms

Power and authority - change and development

- The causes, course and consequences of conflict with Persia in 490 BC with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades
- The development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendancy of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi
- The Persian Wars 481-478 BC, including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens

- The reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens
- Initial campaigns under Cimon to 461BC and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power
- The rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliæa
- Athens' changing foreign policy in 461BC, its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall
- The significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445BC
- The beginnings of Periclean Athens, including democratic reforms and the building program

Rome 133 – 63BC

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies
- The nature of power and authority in Rome in 133 BC, including the social structures of Roman society (the nobility, equestrians, slaves, freedmen, *socii*, patron-client relations and family structures; the distinction between citizens and non-citizens; the political structures (consuls, senate, tribunate, assemblies and provincial administration); the economy, (agriculture, the land tenure system, trade, slavery, provinces and taxation); the military organisation; and religious practices (omens, oracles, religious festivals, triumphs and games)

Power and authority – change and development

- Reasons for the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi, and the political, economic and social impact of the reforms
- The tribunate and growing tensions between the optimates and populares between 133-63BC
- The reasons for Marius' first consulship, his command against Jurgurtha, the significance of his subsequent consulships and extraordinary commands against the Teutones and Cimbri
- The military reforms of Marius, the growth of client armies and their impact on Roman politics and society to 63BC
- The origins and key events of the Italian Wars and the subsequent changes to citizenship
- The reasons for Sulla's March on Rome, the Civil War, Sulla's dictatorship and the effectiveness of the so-called 'Sullan Restoration' on the powers of the tribunate and Senate
- The reasons for, and nature of, the extraordinary commands of Pompey up to 63BC and their impact on the Roman Republic, including the commands against Lepidus and Sertorius, the *lex Gabinia* and *lex Manilia*
- The significance of Cicero's consulship, the Catiline Conspiracy and the *Concordia Ordinum*
- The role and impact of violence in Roman politics, including the use of the *Senatus Consultum Ultimum*, and Civil War

Rome 63BC – 14AD

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies
- The nature of power and authority in Rome in 63BC, including the social structure of Roman society (the nobility, equestrians, slaves, freedmen, patron-client relations, and family structures, including 'pater familias'); political structures (the senate, assemblies of the people, the magistrates of the people, the provincial administration, and the use of the Senatus Consultum Ultimum); the economy (agriculture, trade, slavery, provinces, taxation and Pompey's Eastern Settlement); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games).

Power and authority – change and development

- The reasons for the formation of the 'First Triumvirate' of Caesar, Crassus and Pompey, including tensions between the optimates and populares
- Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command
- The reasons for the breakdown of the 'First Triumvirate' and the key events of the Civil War, including Caesar versus Pompey and the optimates; battles of Pharsalus, Thapsus and Munda
- Caesar's dictatorship, including his constitutional position, reform program and the reasons for his assassination
- The reasons for the formation of the 'Second Triumvirate' of Antony, Lepidus and Octavian
- The nature of the tensions and rivalry between Octavian and Mark Anthony, the breakdown of the 'Second Triumvirate', Cleopatra and the significance of the Battle of Actium
- The purpose and nature of the 1st and 2nd Settlements of Augustus, subsequent developments, and their impact in consolidating his authority
- The reasons for the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic
- The role and impact of violence in Roman politics, including the use of client armies and civil war
- The nature and objectives of Augustus' foreign policy

Later Han and the Three Kingdom, AD 180 – 280

Background for the period (approximately 10 percent of the teaching time for this topic)

- The historical and geographical context in AD 180, the geographical extent of the Chinese state, the location of the capital Luoyang, including the significance of the plagues
- The nature of power and authority in China in AD 180, including the social structure of Late Han society (emperor, nobility, eunuchs, commoners, the significance of imperial marriage); political structures (emperor, ministers, the court, kings, provincial administration); the economy (agriculture, coinage, taxation of land, labour, property); popular religion (Daoism); the nature of military forces (limits of conscription standing armies, local levies, non-Chinese auxiliaries, private retainers,, development of warlord armies)

Power and authority – change and development

- Zhang Jue and The Way of Great Peace campaign, the Yellow Turban Rebellion of AD 184 and its suppression; the north-western rebellion in the Liang province: the consequent social and economic disruption
- The reasons for the power struggle between the palace eunuchs, Confucianists and imperial relatives by marriage; AD 189: the death of Emperor Ling; the assassination of He Jin; the massacre of the Eunuchs and the seizure of power of warlord Dong Zhou
- The rise of military leaders and local warlords, the puppet reign of Emperor Xian, and the downfall of the Han dynasty
- Cao Cao's military success at Guandu (AD 200) and his consolidation of power in northern China, the alliance of Sun Quan and Liu Bei, and the Battle of Red Cliffs (AD 208)
- The abdication of Emperor Xian and the establishment of Cao Pi as Emperor of Wei in AD 220, Liu Bei as Emperor of Shu-Han and Sun Quan as Emperor of Wu
- The rivalry between Wu and Shu, Liu Bei's victory at Ding Jun mountain and the capture of Hanzhong (AD 219), seizure of Jin province on the middle Yangtse by Wu (AD 219); Zhuge Liang's Southern Expedition and the re-establishment of an alliance between the Wu and Shu kingdoms (AD 223)
- Stability and prosperity in the state of Wu under Sun Quan, including conquest and colonisation in south China, and economic development including trade with South-East Asia
- The power of the Sima clan in Wei, the overthrow of Cao Shuang and the abdication of Cao Huan to Sima Yan in AD 264, the proclamation of the Jin Dynasty in northern China
- The decline of Shu after the death of Zhuge Liang, culminating in the invasion by Wei and the surrender of Liu Shan in AD 263
- The succession problems of the state of Wu and the surrender of Sun Hao to Jin in AD 280
- The extent of Chinese territorial expansion by AD 280, the external threats, the evidence for Roman-Chinese relations

Students will study ONE of the individuals (listed above) and will investigate, applying requisite historical skills, the following:

Their background and rise to prominence, including:

- family background and status
- key events in their rise to prominence
- significant influences on early development

The career of the individual, including:

- change of role, position, status over time
- possible motivations for actions
- methods used to achieve aims
- relationships with groups and other individuals
- significant events in the career of the individual
- manner and impact of death

The impact and legacy of the individual, including:

- assessment of their life and career
- the influence of the individual on their time
- their longer-term impact and legacy.

Changing perspectives and interpretations of the individual, including:

- depictions of the individual during their lifetime
- judgments of the individual by other individuals and groups during their lifetime
- interpretations of the individual after their death (for example, in writings, images, films).

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-14.

Reconstruct the Ancient World

Value 1.0

Reconstruct the Ancient World a

Value 0.5

Reconstruct the Ancient World b

Value 0.5

Unit Description

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
<ul style="list-style-type: none"> • describe the nature and purpose of the sources and how they contribute to an understanding of the key features and developments of the historical period • describe issues relevant to the interpretation of sources and the reconstruction of the historical period, including the fragmentary nature of the evidence, reliability, excavation, and conservation 	<ul style="list-style-type: none"> • understand the nature, purpose and significance of the sources and the extent to which they contribute to an understanding of the key features and developments of the historical period • understand issues relevant to the interpretation of sources and the reconstruction of the historical period, including the fragmentary nature of the evidence, reliability, excavation, and conservation 	<ul style="list-style-type: none"> • describe the nature and purpose of the sources for the historical period • describe what is missing from the sources due to the fragmentary nature of the evidence

A course	T course	M course
<ul style="list-style-type: none"> identify key concepts as part of a historical inquiry, including evidence, significance, perspectives and interpretations use historical skills to investigate the historical period, and form judgements about the usefulness and reliability of the sources, and communicate historical arguments 	<ul style="list-style-type: none"> apply key concepts as part of a historical inquiry, including evidence, significance, perspectives, interpretations and contestability use historical skills to investigate the historical period, and evaluate the usefulness and reliability of the sources, evaluate interpretations, and communicate historical arguments 	<ul style="list-style-type: none"> use evidence in a historical inquiry to support a historical explanation form and communicate an argument about the usefulness of the sources

Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	T course	M course
<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p>Historical skills</p> <p>All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time demonstrate historical knowledge and understanding by using specific historical terminology and accurate chronology 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events and change over time demonstrate historical knowledge by ordering events into chronological order

A course	T course	M course
<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical issues by reading, viewing and reviewing historical texts develop a coherent research plan in response to guided research tasks identify, locate and organise relevant information from a range of primary and secondary sources practise ethical scholarship when conducting research by constructing bibliographies and referencing information 	<p>Historical questions and research</p> <ul style="list-style-type: none"> formulate, test and modify propositions to investigate historical issues frame questions to guide inquiry and develop a coherent research plan for inquiry identify, locate and organise relevant information from a range of primary and secondary sources identify and practise ethical scholarship when conducting research 	<p>Historical questions and research</p> <ul style="list-style-type: none"> investigate historical issues by reading and viewing simple historical texts follow a research plan under teacher direction organise relevant information from a range of primary and secondary sources acknowledge sources when conducting research by constructing a bibliography
<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify the origin and purpose of historical sources interpret evidence from different types of sources to develop and sustain a historical argument describe the reliability and usefulness of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify the origin, purpose and context of historical sources analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument 	<p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify primary and secondary sources when responding to questions about the sources respond to evidence from sources identify perspectives of individuals and groups in the past when examining historical texts
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> identify and explain different perspectives of individuals and groups in the past when examining historical texts 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> analyse and account for the different perspectives of individuals and groups in the past 	<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> identify that views of the past change

A course	T course	M course
<ul style="list-style-type: none"> • identify and explain different historical interpretations and how different historians view the same events differently by reviewing different explanations of the past • construct reasoned and supported conclusions when reviewing different explanations of the past 	<ul style="list-style-type: none"> • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions 	
<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	<p>Explanation and communication</p> <ul style="list-style-type: none"> • create texts from sources • communicate historical understanding by constructing explanations of past events • create a list of references

Historical knowledge and understanding

The focus of this unit is an in-depth study of the period/s chosen.

For a standard (1.0) unit, students will study at least ONE, possibly more of the following periods.

For a half standard (0.5), students study ONE of the following periods:

- Thebes – East and West, 18th Dynasty Egypt
- New Kingdom imperialism, diplomacy and governance, 18 – 20th Dynasty Egypt
- The Athenian Agora and Acropolis, 514 – 399 BC
- Athens, Sparta and the Peloponnesian War, 435 – 404 BC
- The Julio-Claudians and ‘Imperial’ Rome, AD 14 – 68
- Pompeii and Herculaneum, 80 BC – AD 79.

Students study at least ONE of the following, which is to be taught with the requisite historical skills described at the start of this unit:

Thebes – East and West, 18th Dynasty Egypt

Students study Thebes – east and west in the period of the 18th dynasty, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

- The location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank
- The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The discoveries and influence of early adventurers and explorers, including Napoleon and his expedition, and Belzoni's removal of artefacts
- The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, papyri, inscriptions and ostraka
- The nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, for example Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahri, and the German Archaeological Institute
- The effectiveness of the protection and conservation of the Theban sites, for example the contribution of the Epigraphic Survey of the Oriental Institute of Chicago (East Bank), the Theban Mapping Project (West Bank), and the Macquarie Theban Tombs Project

The historical period

- The development of the East Bank of Thebes, including the temples of Karnak and Luxor, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts
- The political and religious significance and purpose of the temples and palaces, including the state cult of Amun and the ideology of kingship
- The development of the West Bank: the Valleys of the Kings and Queens, tombs of the nobles, tomb paintings and reliefs, mortuary temples and the palace of Malkata
- The nature and significance of afterlife beliefs and practices of royalty and non-royalty
- The importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt
- The significance of the evidence at the Theban sites for Egyptian imperialism, including booty and tribute from military campaigns and the presence and role of foreigners within Egyptian society
- The significant cultural beliefs and practices of Egyptian society as revealed through Theban sources
- The evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period

The limitations, reliability and evaluation of the sources

- The usefulness and reliability of the portrayal of the pharaoh and royal family in reliefs and inscriptions
- Difficulties of interpretation of evidence owing to additions and re-use by successive 18th dynasty pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors or human agency
- The significance of writing and literature as sources of evidence for the period

Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- Research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden)
- The contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings, for example those in the tomb of Queen Nefertari
- The contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays
- The contribution of scholars and contemporary Egyptian and international historians, for example Champollion's decipherment of hieroglyphs, and the work of Lepsius, Thomas Young, Gardiner, Cerny and Wilkinson

New Kingdom imperialism, diplomacy and governance, 18 - 20th Dynasty Egypt

Students study Egyptian imperialism, diplomacy and governance in the 18th – 20th dynasty period, with particular reference to diplomatic correspondence, legal documents and other relevant sources.

The geographic and historical context

- The key features of civil administration and the nature of governance in New Kingdom Egypt
- The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period, including Egyptian foreign policy at the start of the Amarna Period (warfare and diplomacy)

The nature and range of sources for the period and the identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, official correspondence and inscriptions
- The incomplete and fragmentary nature of the evidence for the period, including the Amarna Letters
- The difficulties in the dating and interpretation of the Amarna letters, including the identity of the writers and their possible motivations, the identification of the cities that they ruled, and the location of cities which are unknown or disputed
- The evidence for the obliteration of Akhenaten's reign from the historical records by later pharaohs

The historical period

- The evidence provided by the Amarna Letters and other sources for Amenhotep III's foreign policy, including relations with vassals and other kingdoms; the role of diplomacy, including royal correspondence; and diplomatic marriage as an instrument of Egyptian foreign policy
- The evidence for the relationship between Akhenaten and his vassals in Syria- Palestine, for example Ribadda (Byblos), Abdi-Asirta and Aziru (Amurru) as well as royal correspondence with the Mitannian and Hittite rulers
- The nature of governance in post Amarna Egypt as indicated by Tutankhamun's Restoration Stele and the Decrees of Horemheb
- The evidence for post Amarna foreign policy provided by Egyptian and other sources, including correspondence between Queen Ankhesenamun and the Hittite King, Suppiluliumas I, the Peace treaty between Hattusilis III and Ramesses II (Hittite and Egyptian versions) and correspondence between the Hittite and Egyptian queens
- The warrior pharaoh image and foreign policies of Seti I and Ramesses II, and Merenptah and Ramesses III, including warfare and diplomacy
- The nature of governance, dynastic change and economic decline in the later New Kingdom, including the workers strike at Deir el-Medina, the Harem Conspiracy (Ramesses III), tomb robberies and the *Report of Wenamun*

The limitations, reliability and evaluation of the sources

- The usefulness and reliability of the Amarna Letters as evidence for the nature and extent of the Egyptian 'empire', and the foreign policies of Amenhotep III and Akhenaten; issues of context, perspective, purpose, gaps in the evidence
- The fragmentary nature of the workers' documents found at the site of their village, Deir el-Medina
- The usefulness of papyri and other Ramesside evidence for example ostraca and other evidence from Deir el-Medina

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations of the diplomatic letters, legal and other documents and what they reveal about imperialism, diplomacy and governance in this period, for example the interpretations of historians (Gardiner, Aldred and Redford)
- The evidence from the discovery of KV5 for the role of the royal family and governance in this period
- Interpretations about the reasons for the decline of the New Kingdom, including corruption, dynastic problems and the invasion of the Sea Peoples

The Athenian Agora and Acropolis, 514 – 399 BC

Students study the Agora and the Acropolis in the period of the 514-399 BC, with particular reference to the remains at these sites, and other relevant sources

The geographic and historical context

- The location, main features and layout of the city Athens, including the Agora, Acropolis and the topography of Attica

- An overview of the history of the Agora (since the 6th century BC) and the Acropolis (since Neolithic times)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key excavations that have taken place at these sites, the changing methods used and the arguments for and against carrying out further excavation at these sites
- The key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the *kleroterion*, inscriptions, and the writings of Herodotus, Euripides, Sophocles, Aristophanes, and Xenophon
- The difficulties in conserving the Agora and Acropolis, including previous damage from conflicts, vegetation, tourism, acid rain, water damage and the economic cost of restoration, including Greek and international efforts
- Ethical issues, including the Parthenon Sculptures controversy and the arguments for and against their return; debates about the extent of reconstruction, for example the work on the Stoa of Attalos, and the restoration work on the Acropolis; and access to antiquities

The historical period

- An overview of significant events in the early history of Athens in this period, including the assassination of Hipparchus in the Agora in 514 BC and the Spartan siege of the Acropolis (508 – 507 BC)
- The role of the Agora and the Acropolis in Athenian political life: the workings of Athenian democracy, including the rights and obligations of Athenian citizens, what Athenians thought about their democracy, the citizen assembly, the jury system and law courts; Pericles' building program
- The importance of the Agora in Athenian economic life
- The Athenian class system, including relations between different groups in Athenian society (knights, women, slaves and relations between, men and women, young and old, wealthy and poor)
- The development of religious and cultural life of Athens, for example the Parthenon and theatre of Dionysus
- The significance of key events in the period, including the Persian sack of Athens (480 – 479 BC) and the plague at Athens during the Peloponnesian War (431 – 404 BC)
- The aims and influence of Socrates, the trial and his death in 399 BC and what it reveals about the Athenian political scene at the time

The limitations, reliability and evaluation of the sources

- The incomplete nature of the evidence, for example the practice of Athenian democracy
- The contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens, for example Aristophanes' plays *The Wasps*, *The Frogs* and *The Acharnians*
- Difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- The contribution of the American School in Athens to the study of the Agora and of the Greeks and international archaeologists to the excavation and study of the Acropolis Interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time
- The interpretations and meaning of sculpted friezes and scenes on black and red figured pottery
- The interpretations of the trial and death of Socrates

Athens, Sparta and the Peloponnesian War 435 – 404 BC

Students study the Peloponnesian War in the period 435 – 404 BC, with particular reference to Thucydides' *The Peloponnesian War*, Books I-VII, and other relevant sources.

The geographic and historical context

- The location and topography of Laconia (Sparta) and Attica (Athens)
- An overview of the origins and characteristics of the city-states of Athens and Sparta and their alliances

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key archaeological and written sources for the period, for example the writings of Thucydides, The Old Oligarch, Xenophon, Athenian tribute lists, inscriptions, Aristophanes' plays, Plutarch's *Lives*, the remains of fortifications and graves
- The nature of Thucydides' text and techniques, including his research methods, his use of speeches, and the extent to which he can be regarded as a 'scientific historian'
- Issues arising from Thucydides' editing and possible revisions of Book II and V, and the incomplete nature of the work

The historical period

- The causes of the Peloponnesian War, including the Megarian decree, the Potidean revolt and Thucydides' theory of *aitiai* and *prophasia*
- The significance of the Archidamian War, including key events for example the Plague, the Mytilenean revolt, Pylos and Sphacteria, Amphipolis; and key individuals for example Pericles, Cleon and Nicias
- The effectiveness of the Peace of Nicias, including the terms, shifting alliances and key individuals for example Nicias, Alcibiades and Hyberbolus
- The significance of the Sicilian Expedition as a turning point in the war, including key events for example the Mutilation of the Hermae, battles between the Athenians and the Syracusans; and key individuals for example Nicias, Alcibiades and Gylippus
- The failure of the Oligarchic Coup, including the role of the Samian fleet and of individuals for example Alcibiades, Pisander, Thrasybulus, Theramenes and Tissaphernes
- The difficulties of the Deceleian/Ionian War for Athens, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, and key individuals for example Alcibiades, Tissaphernes and Pharnabazus
- The contribution of the sources to an understanding of the motivation of key individuals for example Pericles, Cleon, Brasidas, Nicias and Alcibiades

- The significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism; the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire

The limitations, reliability and evaluation of the sources

- Thucydides' background/exile and how it influenced his writing of *The Peloponnesian War*, and the influence of the tragic tradition on his writing
- Thucydides' motivations for writing *The Peloponnesian War*, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures
- Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the evidence of his bias towards or against key individuals for example Pericles, Cleon, Nicias and Alcibiades
- The nature and contribution of other sources, to an understanding of Thucydides' work and the Peloponnesian War

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations over time of key events in *The Peloponnesian War*, for example Cornford's and de Ste. Croix's consideration of economic factors as a cause of the Peloponnesian War
- Revised dating of decrees (for example Coinage and Thoudippus), and the implications for interpreting Thucydides' work
- Different interpretations of the methods and motives of Thucydides, for example Kagan's interpretation of Thucydides' work as the first revisionist history

The Julio-Claudians and 'Imperial' Rome, AD 14 – 68

Students study Imperial Rome under the Julio-Claudians in the period AD 14 – 68, with particular reference to Tacitus' *The Annals, Books I-XVI*, and other relevant sources.

The geographic and historical context

- The location of Rome and the main features and layout of the city in the Julio-Claudian period
- An overview of the nature of Roman governance and imperial administration at the start of the period, including the Princeps, the Senate, the Assembly, the imperial family, the praetorian guard, and provincial governors

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The extent of archaeological excavation in Rome and the difficulties in uncovering new evidence
- The key archaeological and written sources for the period, for example statues, coinage, buildings and the writings of Tacitus, Suetonius, Cassius Dio
- The key ancient writers of the period and the difficulties posed by their perspective and selection of evidence

The historical period

- The reign of Tiberius and the role of key events, including the mutiny of the legions in Germany, internal conspiracies, the issue of succession, and the role of key individuals, for example Tiberius, Germanicus, Sejanus and Agrippina the Elder
- The significance of the reign of Caligula, including the circumstances of his accession, the nature of his reign, and his assassination
- The reign of Claudius, including the role of the Praetorian Guard in his accession, the expansion of the Empire to Britain, his key reforms and the role of influential individuals, including Agrippina the Younger, Silanus and Messalina
- The reign of Nero and the role of key events, including Rome's relationship with Parthia, the Great Fire, the Pisonian Conspiracy, the rebellion of Vindex and Galba, Nero's Golden House, and the role of influential individuals, for example Agrippina the Younger and Seneca
- The significance of key events of the reign of Tiberius, including campaigns and the expansion of the Roman Empire
- The role and motivations of key individuals in the period, for example Tiberius, Sejanus, Agrippina the Elder, Caligula, Claudius and Nero

The limitations, reliability and evaluation of the sources

- The personal background and life of Tacitus, including the Roman Empire under the Flavian Dynasty (Domitian's 'reign of terror', the reign of Trajan, and the role of the Praetorian Guard); and its influence on his writing of *The Annals*
- The nature and purpose of Tacitus' writing of *The Annals*, including his use of contemporary sources (the minutes of the Senate, decrees, speeches of Tiberius) and the limitations of Tacitus' work related to the missing and incomplete nature of Books V, XI and XVI
- The reliability of Tacitus' *The Annals* and other sources for an understanding of the nature of Roman politics, the balance of power between Emperor and Senate, the motivations of individuals, and the importance of the military, and the corruption of governing classes

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Historians' changing interpretations of *The Annals I-XVI* and key events from the reign of the Julio-Claudians, and the methods and motives of ancient writers of the period
- Interpretations of the role and influence of women and imperial freedmen in the Julio-Claudian period
- Historian's changing interpretations over time of Nero

Pompeii and Herculaneum, 80 BC – AD 79

Students study Pompeii and Herculaneum in the period, 80 BC – AD 79, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

- The location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea
- An overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including the establishment of Pompeii as a Roman colony in AD 80, earthquake activity, and the various stages of the eruption of Mt Vesuvius

The nature and range of sources and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum
- The key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial
- The major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of the archaeological excavations (for example treasure hunting and scientific investigation) and the methods of archaeologists (for example Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo)
- The difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts

The historical period

- The plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning
- The circumstances of the eruption of AD 79, including Pliny's account of the eruption of Mt Vesuvius
- The nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources of evidence
- The important features of the economy, including commerce, industries and occupations
- The position and role of different groups in society, including the position and role of men, women, freedmen and slaves
- The evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions
- The key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health
- The influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum
- How human and animal remains have contributed to a better understanding of the people who lived in these cities

The limitations, reliability and evaluation of the sources

- The state of preservation of the papyrus scrolls from the Villa of the Papyri
- Difficulties of interpretation of evidence as a result of damage to or removal of frescos and artefacts
- How ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations of the uses of public and private spaces, and the meaning of frescoes
- The importance of the work of Australians at the sites (for example Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoedres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum
- The role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning
- The significance of ONE of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo-American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to on pages 10-14.

Reconstruct Ancient Societies

Value 1.0

(This unit combines *Ancient Societies a*, and *Reconstruct the Ancient World a*)

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Name	College
Liz Craig	Burgmann Anglican School
Murray Chisholm	Canberra College
Christopher Kenna	Hawker College
Nick Ewbank	Radford College
Michael Batten	St Mary MacKillop College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Ancient History
Classification/s:	A T M
Accredited from:	2014
Framework:	Humanities and Social Sciences 2019