



# Pre Modern 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:

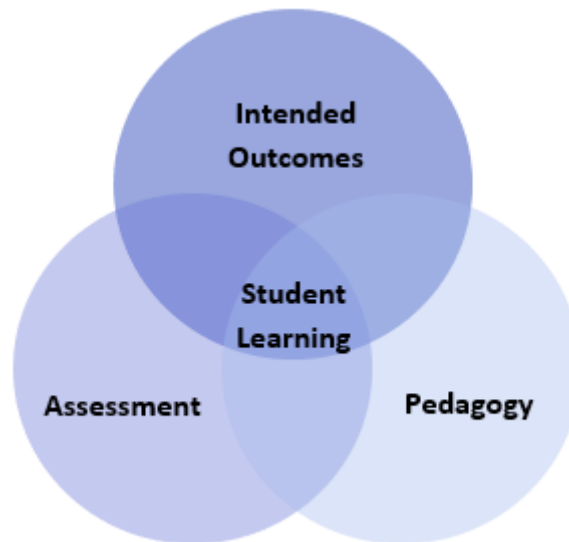
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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](http://www.australiancurriculum.edu.au).

### Literacy

Literacy is of fundamental importance in the study of Pre Modern History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by Pre Modern History writers, photographs, films, artefacts, 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**

Information and Communication Technology (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 practised in Pre Modern 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 pre modern 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 Pre Modern 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 pre modern 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 pre modern 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 are addressed through the investigation of Aboriginal and Torres Strait Islander societies using historical methodologies.

### **Asia and Australia's Engagement with Asia**

Asia and Australia's engagement with Asia are addressed through a global historical perspective in which the study of Asia and Asian societies is integral.

### **Sustainability**

Sustainability is addressed through the study of the interaction between human societies and their environments.

# **Pre Modern History**

## **A / T / M**

## **Rationale**

The Pre Modern History curriculum enables students to study life in the pre modern period based on the analysis and interpretation of physical and written remains. The pre modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE.

Pre modern history stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the 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 pre modern history illustrates the development of some of the distinctive features of contemporary societies for example social organisation, culture, systems of law, governance and religion. Pre modern 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 pre modern world.

The Pre Modern 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 Pre Modern 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. It provides ample opportunities for the study of indigenous societies, the importance of Asia and the challenges of sustainability.

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 pre modern world to their close study of features and structures of pre modern societies.

## Goals

Pre Modern History aims to develop students’:

- Knowledge and understanding of the pre modern period, including key individuals, institutions, structures and features of pre modern societies
- The capacity to undertake historical inquiry, including skills in 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

## Unit Titles

- Transformation
- Golden Ages
- Conflict
- Power

## Organisation of Content

In Pre Modern History, students study the key institutions, structures and features of societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the pre modern world. The Pre Modern History curriculum consists of four units. For each unit there are a range of 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.

### Transformation

The unit provides an introduction to the pre modern world. It looks at the factors that transformed societies in this period. It also explores the problematic and contestable nature of the evidence, both written and archaeological, that has survived. The fragmented nature of the evidence requires students to develop techniques for analysing historical silences. In addition, students will investigate the contested nature of interpretations and representations of this evidence. This unit focuses on issues relevant to the investigation of the pre modern world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography.

### Golden Ages

This unit examines the role of individuals and personalities in historical causation and compares this to social structural theories. Students will undertake two case studies in which they explore the role of a great person within the ‘golden age’ in which they lived.

Students will examine the notion of a Golden Age, and the role of a great people within that age, with particular reference to political, economic, social, artistic and cultural developments. They will ask questions such as:

- For whom this was a Golden Age?
- To what degree Golden Age is a suitable term to describe the lives of ordinary people?
- To what extent can a ‘great person’ claim the creation of a Golden Age?
- To what extent is our perception of a Golden Age shaped by the surviving sources?

## **Conflict**

This unit examines the interaction of societies in the pre modern period and the impact that they have on one another. The approach taken by this unit is comparative in that it explores different perspectives on the same events. This will include interrogating different perspectives through source material and examining its origins, purposes, values and limitations.

Students will also investigate archaeological sources and develop techniques for interpreting and understanding historical material other than the written word. Further, the fragmented nature of the evidence requires students to develop techniques for analysing historical silences and the way that these have shaped the cultural narrative.

This unit will explore the complexities of contact between groups of people and the adaptations, confrontations, benefits, relationships, or violence that might result.

## **Power**

This unit examines the nature and exercise of power and authority in pre modern societies, with reference to formative ideologies. Students will analyse structures, loci and relations of power to understand their varied and complex nature. This type of analysis requires students to engage with scholarly and historiographical debate.

Students will employ theoretical frameworks for analysis of Historical phenomena. These theories may include: Gender Theory, Marxism, Modernism/ Positivism, Post-modernism, Post-colonialism, Subaltern Studies, Orientalism, etc.

*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.*

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



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

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

**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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</li> <li>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</li> <li>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</li> <li>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>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</li> <li>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</li> <li>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>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</li> <li>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</li> <li>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes issues/events and identifies their significance and impact with some use of evidence</li> <li>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</li> <li>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</li> <li>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>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</li> <li>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</li> <li>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</li> <li>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</li> <li>synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</li> <li>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</li> <li>analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources</li> <li>selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</li> <li>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</li> <li>explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect</li> <li>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</li> <li>describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas in modes and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect</li> <li>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</li> <li>identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas in modes and arguments using minimal evidence, language and referencing</li> </ul>

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

## Transformation

**Value 1.0**

**Transformation a**

**Value 0.5**

**Transformation b**

**Value 0.5**

## Unit Description

The unit provides an introduction to the pre modern world. It looks at the factors that transformed societies in this period. It also explores the problematic and contestable nature of the evidence, both written and archaeological, that has survived. The fragmented nature of the evidence requires students to develop techniques for analysing historical silences. In addition, students will investigate the contested nature of interpretations and representations of this evidence. This unit focuses on issues relevant to the investigation of the pre modern world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography.

The unit provides an opportunity to select ONE or TWO of the electives listed with a close study of at least ONE of the topics in each. It is strongly advised that, in order to reach appropriate depth, teachers select no more than THREE topics in total.

## Specific Unit Goals

This unit should enable students to:

A	T	M
<ul style="list-style-type: none"> <li>• describe the nature of change in pre modern societies, the factors that contribute to it, and the transformations that result</li> <li>• describe the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, the past</li> <li>• identify key concepts as part of a historical inquiry, including evidence, and perspectives</li> <li>• use historical skills to investigate the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument</li> </ul>	<ul style="list-style-type: none"> <li>• understand the nature of change in pre modern societies, the factors that contribute to it, and the transformations that result</li> <li>• understand the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past</li> <li>• apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation</li> <li>• use historical skills to investigate different representations of the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument.</li> </ul>	<ul style="list-style-type: none"> <li>• identify changes in pre modern societies</li> <li>• use evidence from the pre modern past</li> <li>• use a historical method</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand causation and consequences</li> <li>• demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand the nature and significance of causation, change and continuity over time</li> <li>• use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events and change over time</li> <li>• demonstrate historical knowledge</li> </ul>
<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical topics</li> <li>• develop a coherent research plan</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• formulate, test and modify propositions to investigate historical issues</li> <li>• frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• identify and practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical issues</li> <li>• follow a research plan</li> <li>• organise relevant information from a range of primary and secondary sources</li> <li>• acknowledge sources when conducting research</li> </ul>
<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin and purpose of historical sources</li> <li>• use evidence from different types of sources to explain historical developments</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin, purpose and context of historical sources</li> <li>• analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify historical sources</li> <li>• respond to evidence from sources</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>describe the strengths and weaknesses of different sources</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument</li> </ul>	
<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify and explain the different perspectives of individuals and groups in the past</li> <li>identify different historical interpretations of the past</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>analyse and account for the different perspectives of individuals and groups in the past</li> <li>evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective</li> <li>evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify perspectives of individuals and groups in the past</li> <li>identify that views of the past change</li> </ul>
<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>explain the past using appropriate evidence from a range of sources to support an argument</li> <li>communicate historical understanding by using a form appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>create texts from sources</li> <li>communicate historical findings</li> <li>create a list of references</li> </ul>

### 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.

### Historical Knowledge and understanding

For the standard (1.0) unit, students investigate the significant issues related to TWO of the electives listed with a consideration of the historical issues in relation to a chosen historical period or phenomena. It is strongly advised that, in order to reach appropriate depth, teachers select no more than THREE historical issues in total.

<b>Electives</b>	Big Trouble in Western Europe	Islam and the Rest	Invasion and Assimilation	The Sky is Falling
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An alternative study of a transformative epoch in a pre modern society may also be chosen. Any alternative elective should be chosen on the basis that the transformation has been interpreted and represented in different ways, and has been the subject of some controversy.

For the half standard (0.5) unit, students investigate the significant issues related to at least ONE of the electives with a consideration of the historical issues in relation to a chosen historical period or phenomena.

<b>Elective</b>	<b>Historical Contexts and Issues</b>
<b>Big Trouble in Western Europe</b>	<ul style="list-style-type: none"> <li>the reasons for transformation and how the society became transformed</li> <li>conditions in the society prior to transformation, with specific reference to the politics, economy, culture, religion and daily life</li> <li>the economic, demographic and environmental challenges to Western European Societies</li> <li>the emergence of internal and external forces for change and transformation and their relative significance</li> <li>the nature of resistance to change and transformation</li> <li>the outcomes of transformation on the politics, economy, culture, religion and daily life</li> <li>the contestable nature and silences of the surviving evidence and the historical arguments around these</li> <li>historical contexts from which to choose: Fall of Rome, Anglo-Saxon Migrations 5th - 8th Centuries AD, The Development of Western Christendom AD300 - AD1056, Viking Expansions 8th - 11th centuries AD</li> </ul>
<b>Islam and the Rest</b>	<ul style="list-style-type: none"> <li>the geographic and historical context of the Arab Peninsula</li> <li>the doctrines and development of the religion of Islam, 7th - 8th centuries AD</li> <li>the forces which led to the Islamic expansion and the contributions of individuals</li> <li>the conditions of societies prior to contact with Islam</li> <li>the nature of the appeal of Islam and the means by which Islamic authorities encourage conversion</li> </ul>



	<ul style="list-style-type: none"> <li>• resistance to Islamic expansion within the boundaries of your chosen historical context</li> <li>• the outcomes of Islamisation on politics, economy, culture, religion and daily life</li> <li>• the contestable nature and silences of the surviving evidence and the historical arguments around these</li> <li>• historical contexts from which to choose: Arab peninsula, Iberian peninsula, South-East Asia, Western Africa</li> </ul>
<p><b>Invasion and Assimilation</b></p>	<ul style="list-style-type: none"> <li>• the geographic and historical context of the society being studied</li> <li>• conditions in the societies prior to transformation, with specific reference to the politics, economy, culture, religion and daily life</li> <li>• the political, economic, demographic and environmental challenges</li> <li>• the nature of military technology, strategy and tactics</li> <li>• notions and ideologies underpinning conquest and assimilation</li> <li>• the emergence of internal and external forces for change and transformation and their relative significance</li> <li>• resistance to invasion and the nature of assimilation</li> <li>• the outcomes of transformation on the politics, economy, culture, religion and daily life</li> <li>• the contestable nature and silences of the surviving evidence and the historical arguments around these</li> <li>• historical contexts from which to choose: Mongols, Early Mughals, Normans, Founding the Japanese Empire, Ottomans</li> </ul>
<p><b>The Sky is Falling</b></p>	<ul style="list-style-type: none"> <li>• the nature of the ecological underpinnings of the society, culture, economy, religion and political systems of the society selected</li> <li>• factors driving environmental change in the physical environment of the society selected</li> <li>• the ways in which environmental change drove transformation in the society, culture, economy, religion and political systems</li> <li>• the outcomes of ecological transformation on the society, culture, economy, religion, political systems and the environment</li> <li>• the contestable nature and silences of the surviving evidence and the historical arguments around these</li> <li>• historical contexts from which to choose: Easter Island, Maya, Anasazi, Fall of Rome, Black Death, Nan Madol/ Micronesia</li> </ul>

## **Sample Course of Study for Unit One**

*For example: In term one Jane chose to study:*

*'The Sky is Falling' through a study of Easter Island considering the questions:*

*The nature of the ecological underpinnings of the society, culture, economy, religion and political systems of the society selected.*

*Factors driving environmental change in the physical environment of the society selected.*

*The ways in which environmental change drove transformation in the society, culture, economy, religion and political systems.*

*In term two Jane chose to study:*

*'Big Trouble in Western Europe' through the Fall of Rome considering the following questions:*

*The reasons for transformation and how the society became transformed*

*Conditions in the society prior to transformation, with specific reference to the politics, economy, culture, religion and daily life.*

*The emergence of internal and external forces for change and transformation and their relative significance.*

## **Assessment**

Refer to pages 9-11.

## Golden Ages

**Value 1.0**

**Golden Ages a**

**Value 0.5**

**Golden Ages b**

**Value 0.5**

### Unit Description

This unit examines the role of individuals and personalities in historical causation and compares this to social structural theories. Students will undertake two case studies in which they explore the role of a great person within the 'golden age' in which they lived.

Students will examine the notion of a Golden Age, and the role of a great people within that age, with particular reference to political, economic, social, artistic and cultural developments. They will ask questions such as:

- For whom this was a Golden Age?
- To what degree Golden Age is a suitable term to describe the lives of ordinary people?
- To what extent can a 'great person' claim the creation of a Golden Age?
- To what extent is our perception of a Golden Age shaped by the surviving sources?

For the **standard (1.0) unit**, students study TWO of the following electives, which are to be taught with the requisite historical content described below. For the **half standard (0.5) unit**, students study ONE of the electives, which are to be taught with the prescribed historical content prescribed for this unit and considering the historical issues suggested for the elective

### Specific Unit Goals

This unit should enable students to:

A	T	M
<ul style="list-style-type: none"> <li>• describe, in a Golden Age, nature of the relationship between the individual and social forces to political, economic, social, artistic and cultural developments</li> <li>• describe the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, the past</li> <li>• describe the notion of a Golden Age</li> </ul>	<ul style="list-style-type: none"> <li>• understand, in a Golden Age, the nature of the relationship between the individual and social forces to political, economic, social, artistic and cultural developments</li> <li>• understand the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past</li> <li>• understand the notion of a Golden Age</li> </ul>	<ul style="list-style-type: none"> <li>• identify features of a Golden Age in pre modern societies.</li> <li>• use evidence from the pre modern past.</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>identify key concepts as part of a historical inquiry, including evidence, and perspectives</li> <li>use historical skills to investigate the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument</li> </ul>	<ul style="list-style-type: none"> <li>apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation</li> <li>use historical skills to investigate different representations of the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument</li> </ul>	<ul style="list-style-type: none"> <li>use a historical method</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
<p><b>Historical skills</b> All the following skills will be studied during this unit.</p> <ul style="list-style-type: none"> <li>relevant skills will be emphasised for each topic</li> </ul>	<p><b>Historical skills</b> All the following skills will be studied during this unit.</p> <ul style="list-style-type: none"> <li>relevant skills will be emphasised for each topic</li> </ul>	<p><b>Historical skills</b> All the following skills will be studied during this unit.</p> <ul style="list-style-type: none"> <li>relevant skills will be emphasised for each topic</li> </ul>
<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>identify links between events to understand causation and consequences</li> <li>demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>identify links between events to understand the nature and significance of causation, change and continuity over time</li> <li>use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>identify links between events and change over time</li> <li>demonstrate historical knowledge</li> </ul>
<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>investigate historical topics</li> <li>develop a coherent research plan</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>formulate, test and modify propositions to investigate historical issues</li> <li>frame questions to guide inquiry and develop a coherent research plan for inquiry</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>investigate historical issues</li> <li>follow a research plan</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>practise ethical scholarship when conducting research</li> </ul>	<ul style="list-style-type: none"> <li>identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>identify and practise ethical scholarship when conducting research</li> </ul>	<ul style="list-style-type: none"> <li>organise relevant information from a range of primary and secondary sources</li> <li>acknowledge sources when conducting research</li> </ul>
<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>identify the origin and purpose of historical sources</li> <li>use evidence from different types of sources to explain historical developments</li> <li>describe the strengths and weaknesses of different sources</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>identify the origin, purpose and context of historical sources</li> <li>analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument</li> <li>evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>identify historical sources</li> <li>respond to evidence from sources</li> </ul>
<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify and explain the different perspectives of individuals and groups in the past</li> <li>identify different historical interpretations of the past</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>analyse and account for the different perspectives of individuals and groups in the past</li> <li>evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective</li> <li>evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify perspectives of individuals and groups in the past</li> <li>identify that views of the past change</li> </ul>
<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>explain the past using appropriate evidence from a range of sources to support an argument</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>create texts from sources</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>communicate historical understanding by using a form appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>communicate historical findings</li> <li>create a list of references</li> </ul>

### 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.

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### Historical knowledge and understanding

For the **standard (1.0) unit**, students study TWO of the electives, which are to be taught with the historical content prescribed for this unit and considering the historical issues suggested for the elective. For the **half standard (0.5) unit**, students study ONE of the electives, which are to be taught with the prescribed historical content prescribed for this unit and considering the historical issues suggested for the elective.

Electives	Historical Issues to consider in teaching the elective:
<p><b>Carolingian Empire - Charlemagne</b></p>	<ul style="list-style-type: none"> <li>examine the rise of the Merovingian dynasty and the role of the Frankish kingdoms post Roman Europe</li> <li>explore Charlemagne's early life and assess the reasons for his rise to power</li> <li>assess impact of the Franco Papal alliance and Charlemagne's identification as a Christian King; include a study of the Saxon conversion and Charlemagne's creation of The Holy Roman Empire and the Carolingian Theocracy</li> <li>examine the Carolingian renaissance and assess the role that Charlemagne played in this</li> <li>explore Charlemagne's use of propaganda and analyse the role that Einhardt's biography played both in Charlemagne's lifetime and in the construction of Charlemagne as an historical figure</li> <li>analyse the reasons for the disintegration of the Carolingian Empire and explore its long term impact</li> </ul>
<p><b>T'ang Dynasty - Empress Wu</b></p>	<ul style="list-style-type: none"> <li>examine the reasons for the success of the T'ang Dynasty in reuniting Chinese society after centuries of political fragmentation</li> </ul>

	<ul style="list-style-type: none"> <li>• explore the role of the T'ang aristocracy in the creation of a dynamic society and culture</li> <li>• assess the role that the Arts played in T'ang society, with particular attention to calligraphy and poetry, particularly the works of Du Fu and Wang Wei</li> <li>• examine the strengths and weaknesses of the T'ang economy, centralised bureaucracy, examinations systems, taxation</li> <li>• examine the relationship between the T'ang leadership and the spread of Buddhism in China</li> <li>• evaluate T'ang expansionism and the role it plays in the cosmopolitan nature of T'ang society and the decline of the dynasty</li> <li>• explore the position of women in T'ang society, assess the reasons for the greater freedom afforded to women during this dynasty</li> <li>• examine the rule of Empress Wu Zetian, what factors allowed for her political rise, examine how she has been portrayed by Chinese historians, her use of Buddhism to challenge traditional Confucian principles, and her effectiveness as a ruler</li> <li>• assess the threats to T'ang society, including the Lushang Rebellion</li> <li>• evaluate the causes for the collapse of the dynasty</li> </ul>
<p><b>The Age of Alfred - Alfred the Great</b></p>	<ul style="list-style-type: none"> <li>• assess Alfred's response to the Viking invasions; examine his record as a military leader, innovator and tactician</li> <li>• consider Alfred's civil reorganisation; examine the creation of the burghs, new legal codes and the development of centralised judicial appeals, the development of The Anglo-Saxon Chronicle</li> <li>• account for Alfred's court as a centre of the arts and learning, development of schools, translation of Latin texts, use of religious schools and administration</li> <li>• assess the extent of the transformation of the economy; the rise of the market economy, expansion of the monetary system, social mobility, expansion of trade networks</li> <li>• evaluate the extent of Alfred's creation of a sense of Englishness and the significance of this idea in relation to resistance to Viking expansion</li> <li>• examine how our understanding of Alfred is shaped by Asser's biography</li> <li>• consider Alfred as the Great King as a product of nineteenth century English nationalism</li> </ul>
<p><b>High Middle Ages and one of the following: Plantagenet Dynasty Edward III  Richard II</b></p>	<p><b>Edward III:</b></p> <ul style="list-style-type: none"> <li>• account for Edward III's claim to the French throne</li> <li>• discuss the ways in which the English victories in the early phases of the 100 Years' War held promise of a 'new' Britain</li> </ul>

<p><b>Capetian Dynasty</b></p> <p><b>Philip II</b></p> <p><b>Philip IV</b></p>	<ul style="list-style-type: none"> <li>• examine the significance (symbolic or otherwise) of the ‘Order of the Garter’ in regards to Edward III’s reign and its role as a marker of English national identity</li> <li>• analyse the extent to which England became a focal point of international diplomacy in the late 1350s</li> <li>• examine England’s role as a centre of international court culture in the late 1350s</li> <li>• assess the reign of Edward III. Did his ambition transcend the resources available to him</li> </ul> <p><b>Richard II:</b></p> <ul style="list-style-type: none"> <li>• evaluate Richard’s response to the ‘Peasant’s Revolt’ of 1381</li> <li>• examine the extent to which Richard’s ‘absolutist’ monarchy led to his demise</li> <li>• consider Richard’s policy of peace towards France and his role in bringing the 100 Years’ War to an end</li> <li>• account for Richard’s court as a centre of the arts and a cultivator of literature. What role did Richard and his court play in helping the English language be perceived as a literary language</li> <li>• assess the extent to which Richard used his interests in art, architecture and literature to cultivate his royal image</li> </ul> <p><b>Capetian Dynasty</b></p> <ul style="list-style-type: none"> <li>• examine how the legacy of Charlemagne’s Empire shaped the fortunes of the Capetian dynasty</li> <li>• examine and assess how the early Capetians extended their authority over the duchies and counties of France</li> <li>• explore and assess what were Philip II Augustus’s principal accomplishments. Why were the Angevin kings his most important enemies</li> <li>• explain Phillip II’s association with the Church. How did it help both parties</li> <li>• account for why the 13th century is called ‘the Summer of Mediaeval France’. Assess the intellectual and artistic achievements of the age</li> <li>• explore the principal events and results of Philip IV’s struggle with the Church. Explain and assess who the beneficiaries were from these struggles</li> <li>• account for and assess the emergence of national feeling in the 13th century France and explain how this increased the power of the king</li> </ul>
<p><b>Norman Sicily- Roger I</b></p>	<ul style="list-style-type: none"> <li>• investigate the incursion of the de Hauteville family into the mezzogiorno and its consequent impact upon Sicily</li> <li>• account for the adventurism of Roger and other Normans in the early 11th century</li> <li>• investigate the role of the Church in the establishment of the Sicilian monarchy</li> </ul>



	<ul style="list-style-type: none"> <li>• account for Roger’s military victories in Sicily, Calabria and Malta</li> <li>• assess the extent of collaboration, co-operation and tolerance between Latin Christian, Greek Orthodox Christians, Muslims and Jews in Roger’s possessions before and after his rule</li> <li>• assess the extent and nature of trade networks before and after Roger’s reign</li> <li>• assess the costs and benefits of the Norman conquest to ordinary people</li> <li>• assess the nature and extent of cultural and artistic production in Norman Sicily under his reign, and beyond. To what extent did Roger’s policies contribute</li> <li>• explore the costs and benefits of Roger’s use of dynastic marriage on his power and diplomatic influence</li> <li>• was Roger ‘The Great Count</li> <li>• assess the ‘Assizes of Ariano’; were they truly transformative</li> <li>• assess the historical value of Geoffrey Malaterra’s The Deeds of Count Roger of Calabria and Sicily and of Duke Robert Guiscard, his brother</li> </ul>
<p><b>Aztec Empire - Montezuma II</b></p>	<ul style="list-style-type: none"> <li>• assess Montezuma’s choice to transition Aztec society from a meritocracy to more stratified hierarchical structure</li> <li>• assess the impact of the expansion of the Aztec Empire on the Zapotec and Yopi peoples</li> <li>• evaluate the perspective of historical sources that portray Montezuma as weak and indecisive; compare these with other perspectives</li> <li>• explore primary sources that describe Montezuma, including the writings of Hernan Cortes</li> <li>• assess the impact of the arrival of the Spanish, including Hernan Cortes and earlier landings, on the Aztec Empire</li> <li>• explore the different accounts of Montezuma’s death</li> <li>• assess the relationship between the death of Montezuma and the subsequent fall of the Aztec Empire</li> </ul>
<p><b>Quattrocento - Lorenzo the Magnificent</b></p>	<ul style="list-style-type: none"> <li>• account for the development of the Renaissance in Italy</li> <li>• analyse the social and political situation in Florence in relation to Lorenzo and the Medici family</li> <li>• compare and contrast the forms of government in Italian city states: Florence and others</li> <li>• account for the nature and extent of the trade networks of the Italian City States, e.g. with Middle East and Asia</li> <li>• assess the nature and extent of the financial and economic power of Italian City States</li> <li>• judge the importance of patronage: role and significance of Lorenzo de Medici and Ludovico Sforza; papal patronage in terms of cultural and intellectual developments. Consider their</li> </ul>

	<p>relationship to major artists such as Brunelleschi, da Vinci, Michelangelo</p> <ul style="list-style-type: none"> <li>• consider the representation that Machiavelli makes of the relationship between the great leader and the prosperity of the city in The Prince</li> <li>• account for the decline of the City States’ power and influence</li> <li>• investigate the Burckhardt Thesis and its influence upon the creation of the idea of the Renaissance</li> </ul>
<p><b>Heian - Fujiwara Michinaga</b></p>	<ul style="list-style-type: none"> <li>• the causes and consequences of moving the capital to Heian-kyo (Kyoto)</li> <li>• analyse the basis of imperial sovereignty and the nature of imperial power</li> <li>• examine the economic structure that supported the aristocrats at Court and its strengths and weaknesses</li> <li>• analyse the adaptation of centralised Chinese style political and administrative structures to Japanese clan structures</li> <li>• account for the power of the Fujiwara Clan</li> <li>• trace the rise of the samurai and the assumption of state power</li> <li>• trace the career of Fujiwara Michinaga and analyse his contribution to the Heian Period and in what ways he was typical of the period</li> <li>• trace the increasing spread of Buddhism to the common people and its synthesis with Shinto</li> <li>• account for the development of literature and the Japanese aesthetic</li> <li>• analyse the value of literature as historical sources for this period</li> <li>• consider the value of the Shoku Nihongi and the Nihon Koki for understanding early Heian Japan</li> </ul>
<p><b>Elizabethan England - Elizabeth I</b></p>	<ul style="list-style-type: none"> <li>• assess the strengths and weaknesses of the Tudor state as set up by Henry VII and VIII and then its condition after Edward VI and Mary I, in the context of Europe in the Reformation and Counter-Reformation</li> <li>• examine the early life and education of Elizabeth</li> <li>• account for and assess the effectiveness of Elizabeth’s religious settlement</li> <li>• assess the nature and extent of the Spanish threat and Elizabeth’s responses such as espionage, the privateers system and exploration and settlement</li> <li>• assess the successes and failures of Elizabeth’s cultivation of her public image, particularly in light of portraiture</li> <li>• consider the social and economic changes under Elizabeth and to what extent Elizabeth was responsible</li> <li>• to what extent did Elizabeth’s cultivation of the arts contribute to the reputation of a Golden Age</li> </ul>

<p><b>Ummayids - Caliph Abdul Malik or Abdul Rahmin</b></p>	<ul style="list-style-type: none"> <li>• account for Mu’awiyah and the foundation of the 2nd caliphate (Ummayid)</li> <li>• define the extent of the religious nature of the caliphate</li> <li>• analyse the expansion and consolidation of the Ummayid reach (Iberian Peninsular, Syria, Iran)</li> <li>• analyse the extent and success of revolution and suppression - Abbasid revolution</li> <li>• analyse the social and administrative structure, including concepts like hierarchical oligarchy and Diwans</li> <li>• engage in the significant Historiographical debate - heretics or keepers of the faith</li> </ul>
<p><b>Dehli Sultanate - Muhammad Al Tuglaq</b></p>	<ul style="list-style-type: none"> <li>• account for the establishment of the Tuglaq dynasty</li> <li>• examine the causes, conduct and effects of Mohammed bin Tuglaq’s expansion of the Sultanate</li> <li>• examine the successes and failures of his economic policies such as bas metal coinage and taxation</li> <li>• to what extent was this a golden Age of the upper classes and dominant groups only</li> <li>• to what extent did he favour and encourage the arts and Islamic scholarship</li> <li>• account for the revolts against his rule and his failures to hold the state together against the Vijayanagara Empire</li> <li>• examine the impact of the use extreme punishment against political opponents on his rule</li> </ul>
<p><b>Portugal - Henry the Navigator</b></p>	<ul style="list-style-type: none"> <li>• assess the nature and extent of the Portuguese Kingdom, political power, trade, wealth and culture, under John I and the House of Aviz</li> <li>• account for the conflict with Barbary pirates and the reasons for the successful conquest of Ceuta</li> <li>• account for the development of the caravel</li> <li>• assess the extent and nature of Henry’s personal power and influence over the kingdom</li> <li>• assess the extent of Henry’s contribution to cartography, exploration, education and maritime technologies and explore the historiographical controversies around this issue</li> <li>• to what extent did Henry contribute to the voyages of Bartolemeu Dias and Vasco de Gama</li> <li>• assess the extent of Portuguese explorations and trade, and the costs and benefits of that trade to the Portuguese and to the peoples contacted</li> <li>• explore the extent to which the Portuguese involvement in slavery prevents us from using the term Golden Age for this period in Portuguese history</li> <li>• explore the historiographical origin of the title ‘The Navigator’</li> </ul>

<p><b>Spain - Isabella and Ferdinand or Charles V</b></p>	<p><b>Isabella and Ferdinand</b></p> <ul style="list-style-type: none"> <li>• explore the divided nature of the Iberian Peninsula and the extent to which division had an impact on the prosperity and happiness of Iberians</li> <li>• account for the marriage of Ferdinand II of Aragon and Isabella of Castile</li> <li>• assess the extent of the union of Spain under their rules including the reforms of the judicial system</li> <li>• to what extent do Isabella and Ferdinand create a nation state?</li> <li>• assess the relative power of the unified crowns and regional aristocracy</li> <li>• assess the costs and benefits of reconquista and the final defeat of the Muslims rulers of Granada to the royal house and to ordinary Iberian people</li> <li>• assess the costs and benefits of the exploration and conquest of the Americas to the Spanish state including migration, trade, inflationary effects of the American trade and the genocide of Arawaks and Caribs</li> <li>• assess the costs and benefits of the expulsion of Jews and Muslims and the Inquisition to royal power, the economy and to ordinary Iberians</li> <li>• assess the historiographical validity of the title ‘Catholic Monarchs’ awarded Isabella and Ferdinand by the Church</li> </ul> <p><b>Charles V</b></p> <ul style="list-style-type: none"> <li>• define the complex nature of Charles’ crowns upon his ascension</li> <li>• assess the extent of his power as Holy Roman Emperor and as Spanish monarch under his rule and at the end of his reign</li> <li>• account for his successful and unsuccessful wars with France, the Ottomans, the Aztecs and German princes</li> <li>• account for his sponsorship of the Counter-Reformation</li> <li>• assess the claims made by some historians, such as Henry Kamen, as to the success of his non-violent measures to counteract religious conflict such as sponsoring the Jesuits</li> <li>• assess the costs and benefits of the colonisation of the Americas and the Philippines to the aristocracy, ordinary Spaniards, people of the Philippine archipelago and to Native Americans</li> <li>• assess the extent and enduring value of his sponsorship of art and culture during his reign</li> <li>• account for his abdication and division of his holdings in favour of his brother Ferdinand for Austria and son Philip II for Spain</li> </ul>
<p><b>Kamehameha the Great and Hawai’i</b></p>	<ul style="list-style-type: none"> <li>• understand the nature and extent of the Hawaiian chiefdoms prior to unification under Kamehameha</li> <li>• assess the impact of trade with Europeans on Hawaiian economic, social and political structures</li> </ul>

	<ul style="list-style-type: none"><li>• explore the legend of the Naha stones and Kamehameha’s use of the legend</li><li>• account for Kamehameha’s ascension</li><li>• account for Kamehameha’s success in building support amongst the defeated groups in the Hawaiian Islands</li><li>• assess the contribution of Ka’ahumanu and western advisers to his reign</li><li>• assess the success and failures of Kamehameha’s legal, military and taxation reforms, including the Law of the Splintered Paddle</li><li>• account for his preservation of traditional religious practices and the impact of conversions</li><li>• assess the historiographical proposition that the edict preventing foreign land ownership was the key law that preserved Hawaiian independence</li><li>• assess the historical value of calling Kamehameha ‘the Great’</li></ul>
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### **Assessment**

Refer to pages 9-11.

## Conflict

**Value 1.0**

**Conflict a**

**Value 0.5**

**Conflict b**

**Value 0.5**

### Unit Description

This unit examines the interaction of societies in the pre modern period and the impact that they have on one another. The approach taken by this unit is comparative in that it explores different perspectives of the same events. This will include interrogating different perspectives through source material and examining its origins, purposes, values and limitations.

Students will also investigate archaeological sources and develop techniques for interpreting and understanding historical material other than the written word. Further, the fragmented nature of the evidence requires students to develop techniques for analysing historical silences and the way that these have shaped the cultural narrative.

This unit will explore the complexities of contact between groups of people and the adaptations, confrontations, benefits, relationships, or violence that might result.

For a **standard (1.0) unit** students will study TWO of the following electives using the historical content set out below. For the **half standard (0.5) unit** students will study ONE of the following electives using the historical content set out below.

### Specific Unit Goals

This unit should enable students to:

A	T	M
<ul style="list-style-type: none"> <li>• describe the conflicts and collaborations that come out of the meetings of cultures</li> <li>• describe the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, the past</li> <li>• identify key concepts as part of a historical inquiry, including evidence, silences and perspectives</li> <li>• use historical skills to investigate the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument</li> </ul>	<ul style="list-style-type: none"> <li>• understand the conflicts and collaborations that come out of the meetings of cultures</li> <li>• understand the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past</li> <li>• apply key concepts as part of a historical inquiry, including evidence, silences, perspectives, interpretation, and representation</li> <li>• use historical skills to investigate different representations of the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the conflicts and collaborations that come out of the meetings of cultures.</li> <li>• use evidence from the pre modern past</li> <li>• use a historical method</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand causation and consequences</li> <li>• demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand the nature and significance of causation, change and continuity over time</li> <li>• use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events and change over time</li> <li>• demonstrate historical knowledge</li> </ul>
<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical topics</li> <li>• develop a coherent research plan</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• formulate, test and modify propositions to investigate historical issues</li> <li>• frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• identify and practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical issues</li> <li>• follow a research plan</li> <li>• organise relevant information from a range of primary and secondary sources</li> <li>• acknowledge sources when conducting research</li> </ul>
<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin and purpose of historical sources</li> <li>• use evidence from different types of sources to explain historical developments</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin, purpose and context of historical sources</li> <li>• analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify historical sources</li> <li>• respond to evidence from sources</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>describe the strengths and weaknesses of different sources</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument</li> </ul>	
<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify and explain the different perspectives of individuals and groups in the past</li> <li>identify different historical interpretations of the past</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>analyse and account for the different perspectives of individuals and groups in the past</li> <li>evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective</li> <li>evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify perspectives of individuals and groups in the past</li> <li>identify that views of the past change</li> </ul>
<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>explain the past using appropriate evidence from a range of sources to support an argument</li> <li>communicate historical understanding by using a form appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>create texts from sources</li> <li>communicate historical findings</li> <li>create a list of references</li> </ul>

### 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.

### Historical knowledge and understanding

For a **standard (1.0) unit students will study ONE OR MORE elective. For a half standard (0.5) unit,** students will study at least ONE of the following electives using the historical content set out above:

Electives	Historical Issues
<p><b>Incans - Conquerors and conquered</b></p>	<ul style="list-style-type: none"> <li>• compare the migration theories in relation to the origins and dispersal</li> <li>• analyse the establishment of the Incan Empire</li> <li>• account for the extent of cultural synthesis between Incan and subject peoples, including religion, political and economic structures</li> <li>• account for the rapid success of the Spanish conquest</li> <li>• consider the nature of and extent of - the Colombian Exchange</li> <li>• consider the archaeological evidence of Incan resistance</li> <li>• consider the adaptations of indigenous people to the conquests of Spain in Colonial Peru and Chile to the end of the reign of Charles V</li> </ul>
<p><b>Islam in West Africa</b></p>	<ul style="list-style-type: none"> <li>• explore the historical distribution of resources and cultures in West Africa</li> <li>• account for the trade networks that began and ended in West Africa</li> <li>• define the nature of the political entities prior to Islamic Expansionism</li> <li>• assess the scope and power of a regional power such as the Soghai Empire, Benin, Hausa, Kangaba, Mali Empire or the Empire of Kanem</li> <li>• account for the extent of conversions to Islam</li> <li>• assess the causes and consequences of the Haj of Mansa Musa</li> <li>• examine the reasons for the foundation of and the history of the Great Mosque of Timbuktu</li> </ul>
<p><b>Mound Builders (Mississippian Culture)</b></p>	<ul style="list-style-type: none"> <li>• explore Cahokia, the largest archaeological site in the United States</li> <li>• account for the “big bang”: the sudden rise of the city and increase in population</li> <li>• assess the impact of agriculture on the growth of the city</li> <li>• compare the evidence for a hierarchical society with social structures in other Native American nations and with the societies of Mesoamerica</li> <li>• compare theories on the mystery of the disappearance of the Mound Builders</li> <li>• evaluate the preservation of Cahokia, considering the damage done to the site throughout the eighteenth and nineteenth centuries</li> </ul>

<p><b>Japan and the Missionaries</b></p>	<ul style="list-style-type: none"> <li>• account for the arrival of the Europeans in Japan</li> <li>• account for the appeal of Christianity to Japanese converts</li> <li>• analyse the economic costs and benefits of trade for Japanese and Europeans</li> <li>• how did the decline of China and Ryukyu Islands interact with the increase in European and American trade</li> <li>• assess the role of the Jesuits and St Francis Xavier in the introduction of European ideas, trade and religion into Japan</li> <li>• assess the impact of Christian conversions on Japanese power structures</li> <li>• assess the impact of military innovations on Japanese war fare</li> <li>• structure of Tokugawa feudalism and its strengths and weaknesses and how outside contact destabilised Tokugawa power</li> <li>• account for Tokugawa Iemitsu’s decision to close Japan (Sakoku) and his successful resistance to European expansion</li> </ul>
<p><b>Mongols and Ching</b></p>	<ul style="list-style-type: none"> <li>• account for the Rise of the Great Khan.</li> <li>• analyse the structure of mongol society and economy and draw conclusions about its strengths and weaknesses.</li> <li>• account for Genghis Khan’s conquest of China</li> <li>• explore and define the extent of the Sinofication of the Mongols</li> <li>• account for the limits of Ching expansion in Asia</li> </ul>
<p><b>Pueblos, Cliff Dwellers</b></p>	<ul style="list-style-type: none"> <li>• examine the environment and ecology of South Western North America area and its impact on agriculture and society between 300 BCE the 1200 BCE</li> <li>• account for the establishment of the Ancestral Puebloans from and compare and contrast Ancestral Puebloans, Hohokam and Mogollon cultures</li> <li>• examine the period 900 and 1150 as a golden age and the reasons for decline and abandonment of some pueblos</li> <li>• engage with the historiographical debates as to the extent of the Interactions with the Aztec Empire</li> <li>• consider the impact of the arrival of the Europeans</li> <li>• trace the adaptation that traditional beliefs and practices made to Christianising and analyse the usefulness of theories of syncretism</li> </ul>
<p><b>Khmer Empire</b></p>	<ul style="list-style-type: none"> <li>• examine the interactions with the Srivijaya Empire, Chola Empire, and Champa and Dai Viet using archeological sources</li> <li>• analyse the Khmer Devaraja system as an adaptation of Javan and Hindu kingship systems</li> <li>• consider the impact of Caste and adaptation of Hinduism on the people of Angkor Wat and the Khmer Empire</li> <li>• use archeology to trace the religious interactions such as the spread of Hinduism and Buddhism</li> <li>• engage with the historiography of Environmental History irrigation, population and economy in understanding Khmer rise and fall</li> </ul>

<p><b>The Silk Road</b></p>	<ul style="list-style-type: none"> <li>• explore the extent to which the beginning of Silk production in Byzantium affected the nature of the Silk road trade from the 6th Century</li> <li>• account for the success and nature of the Tang dynasty reopening the Silk Road and the extent and nature of the Pax Sinica</li> <li>• account for and define the extent of the synthesising of cultures in Central Asia due to the trade route/ the silk road</li> <li>• explore the extent to which the Silk Road was a means of transmitting religions and philosophical traditions</li> <li>• explore the extent to which the presence of the Silk Road solidified political units and military capacity amongst groups such as the Sogdians and the Khazars</li> <li>• assess the effectiveness of the Mongol control of the Silk Road for stability and economic success</li> <li>• examine the career of Marco Polo and the historiographical value of The Travels of Marco Polo to Chinese and archaeological sources</li> <li>• examine the impact of developments in European maritime trading on the Silk Road</li> </ul>
<p><b>The Triangular Trade</b></p>	<ul style="list-style-type: none"> <li>• examine the nature of the slave trade under the control of the Barbary states of North Africa</li> <li>• examine the nature and use of slavery in West African kingdoms prior to the arrival of Europeans</li> <li>• examine the extent and nature of the trans-Saharan and Silk Road trade routes and account for the economic drives to circumvent them</li> <li>• account for the existence and extent of the markets for slaves, sugar, gold and manufactured goods in Africa, Europe and the Americas</li> <li>• account for the proliferation of pirates and privateers in the Caribbean during the 16th and 17th centuries and give reasons for the success of their suppression</li> <li>• account for reconfiguration of political power of African Kingdoms such as Angola, Dahomey Akan Empire and the Oyo Empire, and examine the nature of early colonialism in Africa from 1575</li> <li>• account for and describe the development of creole cultures in the Americas such as in Brazil, Haiti, Cuba and Louisiana</li> </ul>
<p><b>South East Asian Kingdoms and Trade</b></p>	<ul style="list-style-type: none"> <li>• compare and contrast the extent and nature of Indian, Chinese, and Arabian trade with the South East Asian archipelago</li> <li>• account for the success for the expansion of Islam in SE Asia and the survival of Hinduism in Bali</li> <li>• compare and contrast the impact of the Spanish/Portuguese and Dutch East India Company upon the existing trade and political structures in the Archipelago, such as in the Philippines, Timor Este and Java</li> <li>• explore the reconfiguration of the political units of the archipelago such as the Sultanates</li> </ul>

	<ul style="list-style-type: none"> <li>• account for the impact and extent of the retreat o the Chinese traders</li> <li>• assess the impact of the European conflict over the SE Asian trade and in the race for empire and in particular account for the nature, extent and effect of British and French extensions of power into SE Asia</li> </ul>
<b>Indigenous Australia in the World</b>	<ul style="list-style-type: none"> <li>• analyse the nature and extent of internal interactions between Indigenous groups: trade and warfare</li> <li>• consider the environmental histories of Australia which explore the extent of Indigenous agriculture and landscape management</li> <li>• assess the extent and meaning of archaeological evidence of the 18th and 19th century for Makassan interactions and trade with indigenous Australia</li> <li>• examine the linguistic and cultural evidence for interactions with the Makassan traders and the evolving nature of the relationship</li> <li>• examine the archaeological and written record for early Spanish, Dutch, and Portuguese early exploration and contact</li> </ul>
<b>Mughals</b>	<ul style="list-style-type: none"> <li>• describe the spread of Islam from the 8th Century</li> <li>• account for the successes and failures of the Early Mughals and the conquest of India</li> <li>• analyse the cause conduct and effects of the Rise of Maratha</li> <li>• analyse the European exploitation of divisions on the subcontinent</li> <li>• analyse the shared interests of Indian autocrats and the European mercantile companies</li> </ul>
<b>Ottoman Expansion and European Resistance</b>	<ul style="list-style-type: none"> <li>• analyse the successes and failures of Ottoman attacks on Europe - Bayezid; Murad; Mehment; Suleiman</li> <li>• determine the nature of Ottoman feudalism and vassal states in Eastern Europe: Serbia</li> <li>• assess the effects and impacts of major battles - Kosovo Polje; Nicopolis; Ankara; Varna</li> <li>• analyse the networks for slavery in the Mediterranean.</li> <li>• analyse the conduct and results of the rivalry between Charles V and Suleiman the Magnificent</li> <li>• account for the existence and conduct of the power of the Hospitallers in Malta, Rhodes</li> <li>• account for the nature and effects of the relationship between Cyprus and the Venetians</li> </ul>

## Assessment

Refer to pages 9-11.

## Power

**Value 1.0**

**Power a**

**Value: 0.5**

**Power b**

**Value: 0.5**

## Unit Description

This unit examines the nature and exercise of power and authority in pre modern societies. Students will analyse structures, loci and relations of power to understand their varied and complex nature. In order to do this they will draw upon historical concepts such as: Gender Theory, Marxism, Modernism/ Positivism, Post-modernism, Post-colonialism, Subaltern Studies, Orientalism and the way that these theories shape historical viewpoints. This type of analysis requires students to engage with scholarly and historiographical debate.

For a standard (1.0) unit, students will study ONE or more of the following electives. For a half standard (0.5) unit students will study at least ONE, possibly more of the following electives using the historical content set out below.

## Specific Unit Goals

This unit should enable students to:

A	T	M
<ul style="list-style-type: none"> <li>• describe the development, operation, and subversion of ideologies within societies</li> <li>• describe the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, the past</li> <li>• identify key concepts as part of a historical inquiry, including evidence, silences and perspectives</li> <li>• use historical skills to investigate the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument</li> <li>• identify selected historical framework.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the development, operation, and subversion of ideologies within societies</li> <li>• analyse and evaluate the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past</li> <li>• evaluate key concepts as part of a historical inquiry, including evidence, silences, perspectives, interpretation, and representation</li> <li>• apply historical skills to investigate different representations of the pre modern world, and select and interpret a range of evidence to support and communicate a historical explanation or argument</li> <li>• identify and apply selected historical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• identify ideologies</li> <li>• use evidence from the pre modern past</li> <li>• use a historical method</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>	<p><b>Historical skills</b> All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.</p>
<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand causation and consequences</li> <li>• demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events to understand the nature and significance of causation, change and continuity over time</li> <li>• use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• identify links between events and change over time</li> <li>• demonstrate historical knowledge</li> </ul>
<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical topics</li> <li>• develop a coherent research plan</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• formulate, test and modify propositions to investigate historical issues</li> <li>• frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>• identify, locate and organise relevant information from a range of primary and secondary sources</li> <li>• identify and practise ethical scholarship when conducting research</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• investigate historical issues</li> <li>• follow a research plan</li> <li>• organise relevant information from a range of primary and secondary sources</li> <li>• acknowledge sources when conducting research</li> </ul>
<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin and purpose of historical sources</li> <li>• use evidence from different types of sources to explain historical developments</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify the origin, purpose and context of historical sources</li> <li>• analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• identify historical sources</li> <li>• respond to evidence from sources</li> </ul>

A	T	M
<ul style="list-style-type: none"> <li>describe the strengths and weaknesses of different sources</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument</li> </ul>	
<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify and explain the different perspectives of individuals and groups in the past</li> <li>identify different historical interpretations of the past</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>analyse and account for the different perspectives of individuals and groups in the past</li> <li>evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective</li> <li>evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>identify perspectives of individuals and groups in the past</li> <li>identify that views of the past change</li> </ul>
<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>explain the past using appropriate evidence from a range of sources to support an argument</li> <li>communicate historical understanding by using a form appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>create texts from sources</li> <li>communicate historical findings</li> <li>create a list of references</li> </ul>

### 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.

### Historical Knowledge and understanding

The focus of this unit is an in-depth study of the elective through the case study of one or more chosen historical contexts. Teachers should take guidance from the historical issues raised for the exploration of that elective using the nominated times and places. E.g. Feudalism- The Tokugawa Shogunate and English Feudalism, and using the historical content prescribed for this unit

For a standard (1.0) unit, students will study ONE or more of the following electives utilising one or more of the possible historical periods.

For a half standard (0.5) unit students will study at least ONE of the following electives utilising one of the possible historical periods and using the historical content prescribed for this unit.

Elective	Historical Contexts
<b>Feudalism</b>	<b>The Tokugawa Shogunate</b> <ul style="list-style-type: none"> <li>• analyse the economic and political structures of the Shogunate</li> <li>• analyse the modes of social and political control used by the shogunate</li> <li>• examine the place of women in the feudal hierarchy in Tokugawa Japan</li> <li>• determine the impact of the long peace upon the military of Japan</li> <li>• determine the impact of the long peace upon the economy of Japan</li> <li>• engage with the historiographical debate over the economic problems generated by Sakoku</li> <li>• analyse the impact of American intervention under Commodore Perry</li> <li>• account for the Meiji restoration</li> </ul>
	<b>English Feudalism</b> <ul style="list-style-type: none"> <li>• analyse the establishment, characteristics and changing nature of royal government in England</li> <li>• assess the claims of the four contenders to the English throne</li> <li>• examine the Norman Invasion and the mechanisms for asserting control. (Battle of Hastings; castle building; harrying the north; the role of the Church; the Domesday Book)</li> <li>• determine the impact of Henry I's and Henry II's legislation</li> <li>• assess the role of the rise of market towns and trade as a challenge to the traditional feudal economy</li> <li>• examine the extent to which women have and utilise power in the feudal system</li> <li>• how does the war between Stephen and Matilda highlight the weaknesses of the feudal system</li> </ul>
<b>Absolutism</b>	<b>Peter the Great, Russia</b> <ul style="list-style-type: none"> <li>• assess the structure of the Tsarist State and the extent to which it was absolute</li> </ul>



	<ul style="list-style-type: none"> <li>• assess the sources of the legitimacy and power of Tsarist system and the extent to which it was absolute</li> <li>• consider the methods of control utilised in a large state</li> <li>• assess the impact of Westernisation upon the Tsar’s power</li> <li>• assess the causes and consequences of the policies of territorial expansion</li> <li>• account for the movement of the capital to St Petersburg and assess its effectiveness in extending absolutism</li> </ul>
	<p><b>Louis XIV, France</b></p> <ul style="list-style-type: none"> <li>• assess the power of the monarchy under the regency of Anne of Austria and Cardinal Mazarin</li> <li>• what was the nature and extent of the Fronde rebellions</li> <li>• Analyse Louis’ conception of absolute monarchy as God-given</li> <li>• Did ruling without a chief minister like Mazarin increase his power</li> <li>• Consider the move to Versailles as a move based on both strength and weakness</li> <li>• analyse the structure of the royal court and how it contributed to absolutism</li> <li>• examine the strengths and weaknesses of his administrative, economic and military reforms</li> <li>• did his foreign policy strengthen or weaken the absolute monarchy</li> <li>• consider the suitability of the title Sun King</li> </ul>
	<p><b>Fredrick the Great, Prussia</b></p> <ul style="list-style-type: none"> <li>• examine the nature of Prussia and Fredrick Wilhelm’s rule</li> <li>• consider the tensions between Fredrick II’s enlightenment education and tendencies and the demands of an absolutist throne</li> <li>• assess Fredrick’s immediate attacks upon Austria (1740-1748) and the benefits and costs of those campaigns for his rule and control of Prussia</li> <li>• consider reasons for Fredrick’s military focus up until 1763 and the impact of his military on his political power</li> <li>• assess the nature of extent of his reforms subsequent to 1763</li> <li>• assess Voltaire’s satirical representation of Fredrick</li> <li>• consider the origin and worthiness of his title ‘The great’</li> </ul>
	<p><b>Empress Maria Theresa, Austria-Hungary</b></p> <ul style="list-style-type: none"> <li>• assess the extent of absolutism upon the ascension of Maria-Theresa to the throne</li> <li>• assess the nature of the title the Holy Roman Emperor</li> <li>• assess the causes and consequences of the War of the Austrian Succession for Maria-Theresa’s power and authority</li> <li>• assess the use Maria-Theresa made of her public image and how she constructed her Royal persona and power e.g. Vienna, monuments and public art</li> </ul>

	<ul style="list-style-type: none"> <li>• assess the role of the military, religion and the economy in building her power base</li> <li>• define the balance between absolute royal authority and the Codex Theresianus and the pressures of the Enlightenment</li> <li>• assess the extent of absolutism given the co-rulership with her husband and sons</li> </ul>
<p><b>Democracy</b></p>	<p><b>Venetian Republic</b></p> <ul style="list-style-type: none"> <li>• assess the extent and limits of the power of the Doge</li> <li>• assess the reasons for the name “Republic” of Venice</li> <li>• consider the political meaning of the Marriage of the Sea Ceremony</li> <li>• assess the power and role of the Great Council of Venice</li> <li>• examine the power and role of the Concio, Great Council, Council of Ten, the Council of Forty and the Doge</li> <li>• examine the causes, process and consequences of the Golden Book and the Serrata on the Venetian system of limited democracy</li> <li>• examine the consequences of limited democracy on the power and effectiveness of the government of the republic</li> <li>• consider the value of Gasper Contareno’s The Commonwealth and Government of Venice as a historical source</li> </ul>
	<p><b>English Civil War and Commonwealth</b></p> <ul style="list-style-type: none"> <li>• explore the relationship between the English Civil War and the notion of the “European crisis”</li> <li>• examine the role the crown’s financial difficulties played in the conflict with the parliament</li> <li>• assess how the competing interests of the three Kingdoms contributed to the political tensions of the period</li> <li>• consider the role of the rising middle class and assess how significant this is to the rising political tensions</li> <li>• consider the role of religion in the Civil war and assess its significance as a causal factor</li> <li>• compare the personalities of Charles 1 and Oliver Cromwell and the role they played in the defeat of the monarchy and the success of the Commonwealth</li> <li>• examine the reasons for the King’s military failures, and the success of the Commonwealth forces. How important was Cromwell’s new model army?</li> <li>• explore the contemporary justifications for Charles’ execution</li> <li>• analyse why neither the Rump Parliament nor the Nominated Assembly could provide stable government</li> <li>• Explore why the Protectorate was necessary and whether Cromwell was an effective ruler</li> <li>• examine the reasons for the Restoration and the failure of Republican government</li> </ul>

	<p><b>Icelandic Althing</b></p> <ul style="list-style-type: none"> <li>• examine the extent of egalitarianism in Norse cultures</li> <li>• assess the extent of democracy given the class structure and the power of the godar</li> <li>• consider the anarchic nature of Icelandic society revealed in the Sagas</li> <li>• examine the powers and duties of the Althing and the consequences of the conflation of judicial and legislative powers</li> <li>• consider the power and duties of the Lawspeaker (iogsogumadthur)</li> <li>• assess the changes that were made to the Althing and the political system in Iceland from 1262 and the Norwegian monarchy and its consequences for democracy/anarchy</li> <li>• consider the consequences for the Althing of the absorption of Norway/Iceland into the Danish absolute monarchy</li> <li>• consider the historiographical representations of the Althing inherent in using the name of the Althing to legitimise Icelandic home rule and then the new nation in 1874</li> </ul>
<p><b>Reformation and Counter-reformation</b></p>	<p><b>Protestants and Catholics</b></p> <ul style="list-style-type: none"> <li>• examine the state of the Catholic church in Europe at the start of the 16th century, and reasons for criticism</li> <li>• consider the religious ideas and impact of Luther and Calvin</li> <li>• analyse the reasons for the successful spread of Lutheran ideas in Germany to 1547, including the attitudes of the German princes</li> <li>• account for religious conflict in Germany: the Peasants' War; the Schmalkaldic League and the Peace of Augsburg</li> <li>• account for the role of spread and impact of Protestant ideas in any one of England, Scotland, France or the Netherlands: religious factors; aims and role of rulers; economic reasons; popular sentiments; religious conflicts</li> <li>• assess the successes and failures of the Catholic Reformation: spiritual movements; the Jesuits and other Catholic orders; clerical education and discipline; the Council of Trent</li> </ul>
<p><b>Heresy</b></p>	<p><b>Shi'ite and Sunni</b></p> <ul style="list-style-type: none"> <li>• examine the structure of the Caliphate under the Prophet Mohammed</li> <li>• determine the roots of the conflict between Hussein bin Ali and Yazid</li> <li>• examine the causes and consequences of the Battle of Karbal</li> <li>• assess the similarities and differences between the two theologies</li> <li>• examine the representations of Sukayna bint Husayn (Ruqayyah Bint Hussain) and the role of martyrs in Shia theology</li> <li>• account for the dominance of Shia and Sunni theology in their particular areas such as Persia and Egypt</li> <li>• account for the emergence of Sufism and Isma'ilism</li> </ul>

	<ul style="list-style-type: none"> <li>• examine the methods and reasons for the persecutions of the Shia by various Sunni heads of state</li> </ul>
	<p><b>Albigensianism and Catharism</b></p> <ul style="list-style-type: none"> <li>• examine the ideas of Neo-Platonism and Catharism and compare and contrast them with Catholic beliefs e.g. materialism, goodness, dualism and Church governance</li> <li>• examine the spiritual nature and socio-political role of the 'Perfected Ones'</li> <li>• account for the popularity of Catharism by examining the corruption of the Catholic Church and the extent of its support and legitimacy</li> <li>• assess the reasons for the calling of crusade of 1209–1229 by Innocent III and the reasons for the support of people like Simon de Montfort and the opposition of Raymond VI of Toulouse and Peter II of Aragon</li> <li>• examine the conduct of The Crusades, with particular emphasis on the first three</li> <li>• examine the conduct of the inquisition using Le Roy Ladurie's Montaillou</li> <li>• assess the inquisition as a means of social control</li> <li>• compare and contrast with the persecution of the Spiritual Franciscans from 1296 and assess if the church had changed</li> </ul>
	<p><b>Pre-reformation Vernacular Movement</b></p> <ul style="list-style-type: none"> <li>• examine the rise and variety of vernacular scripture movements such as Lollards, Waldensians, Paterines, Hussites and Cathars</li> <li>• examine the social and economic contexts of the supporters of these heresies</li> <li>• consider the political and economic motivations for declaring vernacular scripture movements heresies</li> <li>• assess the methods and extent of suppression of the heresies.</li> <li>• undertake a case study of John Wycliffe</li> <li>• consider reasons for the failures of the movements</li> </ul>
	<p><b>Joan of Arc</b></p> <ul style="list-style-type: none"> <li>• assess the accuracy of and the representations of Joan of Arc's early life</li> <li>• consider the complex political situation with the Hundred Years War and the disputed succession of Charles Valois and Henry V and Henry VI (Lancaster) and the interventions of the Duke of Burgundy</li> <li>• analyse the normative gender roles and the ways in which Joan violated gender discipline in making her way to the Prince's court</li> <li>• assess the nature and extent of Joan's contribution to the military campaigns</li> <li>• what was the nature of Joan's power in the court and why was she betrayed?</li> </ul>

	<ul style="list-style-type: none"> <li>• analyse the charges and trial according to a Feminist Historical approach</li> <li>• consider the reasons for Charles VII's rehabilitation of Joan</li> <li>• consider the reasons for her Canonisation and the historical validity of her hagiography</li> </ul>
<p><b>Confucianism</b></p>	<p><b>China</b></p> <ul style="list-style-type: none"> <li>• examine the conditions that lead to the rise of the T'ang and the methods they used to join the divided north and South in a reunified empire</li> <li>• assess the significance of the imperial bureaucracy as a method of political and social control</li> <li>• consider the reasons for the growing importance of the examination system and the role the Confucian classics played in this</li> <li>• analyse whether the Neo-Confucian revival posed a real threat to the status of Buddhism in China, what were the root causes of the anti-Buddhist backlash</li> <li>• consider the factors that led to the decline of the T'ang and the rise of the Song dynasty</li> <li>• account for the revival of Confucian thought under the Song and assess the consequences of this on Chinese political and cultural life</li> <li>• in what ways did the Confucian assertion of male dominance effect the position of women in Chinese society</li> </ul>
	<p><b>Korea</b></p> <ul style="list-style-type: none"> <li>• consider Pre-Confucian systems and its strengths and weaknesses and the value of the sources for that period</li> <li>• trace the connections between Korea and China and the impact of Buddhism</li> <li>• analyse the causes and effects of Goryeo use of Confucian principles</li> <li>• examine the reforms of Kins Gwangjong and Seongjong</li> <li>• examine Neo-Confucianism and its impact on the Joseon Dynasty</li> <li>• examine the ideas of Yi Hwang, Yi I and Jo Gwang-Jo</li> <li>• assess the causes, process and effects of the Dong Hak Rebellion</li> </ul>
	<p><b>Vietnam</b></p> <ul style="list-style-type: none"> <li>• consider Pre-Confucian systems and its strengths and weaknesses and the value of the sources for that period</li> <li>• connections with China and Buddhism and Taoism</li> <li>• adaptation and Vietnamisation of Confucian thought</li> <li>• the use of Confucian principles in the extension of Chinese power and conversely its use to promote Vietnamese independence</li> <li>• examine the thoughts of Le Quy Don, Mac Dinh Chi and Nguyen Khuyen</li> <li>• the representation of Vietnamese philosophy by modern scholars as Broucheux and Vu</li> </ul>

<p><b>Heroism, Stories, Myth and Social Control</b></p>	<p><b>Robin Hood, King Arthur and English Nationalism</b></p> <ul style="list-style-type: none"> <li>• assess the conditions in Britain at the time of the final withdrawal of Roman power</li> <li>• explore the origins of the Anglo Saxon migrations and the impact that this had on the existing British populations-</li> <li>• examine the contemporary evidence for Arthur</li> <li>• consider the evolution of the Arthurian story: the invention and synthesis of tales, themes and characters</li> <li>• examine the ideals represented by Arthur: concepts of correct behaviour embodied in chivalry compared to the real world at the time</li> <li>• assess the view of women in the Arthurian stories, and how the Arthurian world has impacted on Western women’s lives</li> <li>• compare the circumstance that surround the development of the of Robin Hood story with those surrounding King Arthur</li> <li>• analyse the extent to which the Robin Hood story reflects English society, consider the ballad traditions, the judicial system and the feudal organisation of English society, the original records in court documents and chronicles of Robin Hood and his associates</li> <li>• analyse the role that both traditions have in the development of English nationalism</li> </ul>
	<p><b>Courts of Love</b></p> <ul style="list-style-type: none"> <li>• examine why the Courts of Love emerge in Toulouse, Aquitaine, and Languedoc in the 12th and 13th centuries</li> <li>• to what extent were women empowered, in terms of politics and family life, by the Courts of Love</li> <li>• analyse the literary representations of women in the works of Christine de Pisan</li> <li>• to what extent were the Courts of Love an activity of the elite</li> <li>• to what extent did the Courts of Love challenge the Christian doctrines regarding feminine virtue</li> <li>• examine the musical genre of the Courts of Love</li> </ul>
	<p><b>Roland of the Horn or El Cid AND Vlad Drakul and Resistance to Islam</b></p> <ul style="list-style-type: none"> <li>• compare and contrast literary and mythic representations of Vlad, Roland and/or El Cid with the historical accounts</li> <li>• consider the reasons for the various representations</li> <li>• consider the value of the literary sources as historical sources</li> <li>• analyse the changing nature of the construction of heroism</li> <li>• consider the construction of gender and masculinity employing ideals of heroism</li> <li>• consider the dichotomies constructed mythically between Islam and Christianity and the actual history of exchange and synthesis</li> <li>• consider the reasons for the relative popularity of the different myths in their societies</li> </ul>

	<p><b>Indigenous Stories and Social Control</b></p> <ul style="list-style-type: none"> <li>• compare and contrast perspective on the phenomenon of religion</li> <li>• study various myths and rituals in their cultural contexts</li> <li>• examine the relationship between myth and ritual</li> <li>• examine the functional value for society of religious practice</li> <li>• examine approaches to understanding shamanic experience</li> <li>• provide an understanding of witchcraft and divination as systems of belief and social order</li> <li>• investigate the way myth functions as charter for social order, a symbolic repository of cultural meaning and as a life map</li> </ul>
<p><b>Nationalism</b></p>	<p><b>Khmer State</b></p> <ul style="list-style-type: none"> <li>• differentiate between the methodologies for written and archaeological sources</li> <li>• assess the value of Chinese Chronicle sources, e.g. Zhou Daguan</li> <li>• assess the ways in which the Khmer Devarajas differentiated their kingdom from Java and neighbouring entities. Was this nationalism</li> <li>• how did Jayavaram and his dynasty adapt Javan systems to enforce royal power i.e. Devaraja system, and can it be characterised as nationalistic</li> <li>• how was Angkor Wat used to promote Khmer power, independence and identity</li> <li>• assess the use of identity in the Khmer conflicts with Champa and Dai Viet</li> <li>• assess the role of Hinduism and Buddhism in the politics of identity and in royal authority and its consequences for economic power i.e. control of water management systems</li> </ul>
	<p><b>Uniting the Kingdom – UK</b></p> <ul style="list-style-type: none"> <li>• assess the history of English absorption of Wales and Cornwall by 1543, through parliamentary incorporation, political and cultural integration of the ruling elites, and administrative cohesion across church and state</li> <li>• assess the reasons for failing to integrate Ireland into the English system, e.g. religion, alienation, atrocities and plantations</li> <li>• assess the success of James I/VI and Hanoverian cultivation of a British national identity</li> <li>• account for the English Parliament rejecting overtures for Union from Ireland and Scotland</li> <li>• compare and contrast the possible models of commercial union, federation union and incorporation and the impact of constructions of Nationhood</li> <li>• assess the impact of the Civil War upon the unity of Scotland, Ireland and England and the use of constructions of Nationhood by different sides</li> </ul>

	<ul style="list-style-type: none"> <li>• assess the impact of the relationship between Queen Anne and the Scottish Estates and then the ascension of the House of Hanover</li> <li>• assess the pressures International Relations and International trade placed upon the debate over the benefits and costs of Union</li> <li>• assess the nature and extent of a British nation of the United Kingdom in the 1707 Treaty of Union between Scotland and England</li> <li>• account for the rising of Jacobites under Prince Charles Edward in Scotland in 1745</li> <li>• compare and contrast the Treaty of Union of 1707 with the Act of Union of 1800</li> <li>• explore the historiographical controversy about whether England rescued an impoverished Scotland</li> <li>• explore the historiography of British oppression of Ireland.</li> </ul>
	<p><b>Shivaji and the Maratha Empire</b></p> <ul style="list-style-type: none"> <li>• examine Shivaji Bhonsle (Marathi c. 1627/1630– 3 April 1680), also known as Chhatrapati Shivaji origins and early life</li> <li>• account for Shivaji overcoming the declining Adilshahi sultanate of Bijapur that formed the genesis of the Maratha Empire, he was formally crowned</li> <li>• analyse his coronation as the Chhatrapati in 1674 of his realm at Raigad and construction and meaning of that title</li> <li>• to what extent did Shivaji established a competent and progressive civil rule with the help of a disciplined military and well-structured administrative organisations</li> <li>• to what extent did his action as a military leader consolidate is rule.</li> <li>• how did the army and his network of fortifications consolidate the state?</li> <li>• to what extent and through what means did Shavaji use Hinduism to consolidate and justify his rule</li> <li>• engage with the historiographical debates as to his significance and the extent of nationhood he fostered before and after Indian independence and the rise of Hindu nationalism in modern India</li> </ul>

## Assessment

Refer to pages 9-11.



## 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.

### Prerequisites for the course or units within the course

Nil.

### 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.

## **Moderation**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Nanette Bragg	Burgmann Anglican School
Murray Chisholm	Canberra College
Lee Morthorpe	Canberra College
Bridget Martin	Erindale College
Michael Lemmey	Gungahlin College
Elise Quodling	Gungahlin College
Dr Christopher Kenna	Hawker College
Sarah Langford	Orana Steiner School

## 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](mailto: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.

<b>College:</b>	
<b>Course Title:</b>	<b>Pre Modern History</b>
<b>Classification/s:</b>	<b>A   T   M</b>
<b>Accredited from:</b>	2016
<b>Framework:</b>	Humanities and Social Sciences 2019