



SAMPLE COURSE OUTLINE

ANCIENT HISTORY (ROME)
ATAR YEAR 11

Acknowledgement of Country

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Sample course outline

Ancient History (Rome) – ATAR Year 11

Semester 1 – Unit 1 – Ancient societies

This outline is based on Elective 3 – Rome: Decline of the Republic

Week	Syllabus content	Suggested teaching points
1–2	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>Nature of the society Students investigate the nature of ancient Roman society, including:</p> <p>Sources for the period Key written and archaeological sources for the period, including the writings of Plutarch, Appian, Cicero, coins and inscriptions and modern interpretations. These sources are incorporated into the ancient historical narrative (see below).</p> <p>The historical and geographical context</p> <ul style="list-style-type: none"> an overview of the broader historical context for Rome the location of Rome and the geographical extent and expansion of Roman territory the location of neighbouring kingdoms and societies <p>The institutions and structures of the society An overview of:</p> <p>Social structure</p> <ul style="list-style-type: none"> the main social hierarchies, and the role and status of the patricians, equestrians (equites), plebeians, slaves and the patron-client relationship the role and status of women <p>Political institutions</p> <ul style="list-style-type: none"> the key features of political organisation, including dual consulship, senate, tribunate, assemblies, proconsuls, praetors, propraetors, Optimates, Populares key political terms, including Senatus Populusque Romanus (SPQR), Senatus Consultum Ultimum (SCU), novus homo, the cursus honorum and Lex Villia Annalis, extraordinary commands <p>Economic activities</p> <ul style="list-style-type: none"> agriculture, the land tenure system trade, provinces and taxation 	<ul style="list-style-type: none"> Identify and map the geographic extent of the Roman Republic to 133 BCE and neighbouring kingdoms. Identify the key dates in the expansion of Rome and acknowledge the role of the army. Begin a glossary of key terms, such as patricians, equestrians, client armies, extraordinary commands etc. Examine the patron-client relationship with examples. Identify the key magistracies and describe the functions of the magistrates within the cursus honorum. Examine the various roles and corresponding status of women from different social groups, including their legal status. Identify benefits and possible issues arising from Roman expansion from 509–133 BCE. Examine the reliance on slaves in the Roman economy. Examine military organisation in more detail as a ‘significant feature’ later in unit. Examine aspects of Roman religion, including major festivals, use of oracles and auspices. Examine the use of triumphs by generals and gladiatorial games by consuls and later Emperors.

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> slavery <p>Military organisation</p> <ul style="list-style-type: none"> the key features of the military, including: <ul style="list-style-type: none"> the composition and role of armies weaponry and the conditions of service the role and function of the military in the society <p>Religious organisation</p> <ul style="list-style-type: none"> omens, oracles, religious festivals triumphs and games 	
3–5	<p>The ancient historical narrative (at least 70 per cent of unit content)</p> <p>Individuals: the Gracchi and Change: the changing role of the tribunate</p> <ul style="list-style-type: none"> overview of the reasons for the land reforms of Tiberius Gracchus, including problems with recruitment of the army, widespread poverty, unemployment and dispossession among lower class Roman citizens, the impact of increases in slave labour and the growth of latifundia purpose of Tiberius' lex agraria – terms and aims Tiberius' use of the tribunate; presentation of bill to the Concilium Plebis (Assembly) opposition – steps taken by Marcus Octavius and his supporters; Tiberius' counteractions; the removal of Octavius; the passing of Tiberius' lex agraria consequences of Tiberius' proposals regarding use of funds from the treasury; Tiberius stands for re-election as a tribune; significance and reaction to this attempt to extend the traditional roles and powers of the tribunate manner and impact of Tiberius' death; the introduction of violence in Roman politics and the discussion around the SCU the reasons for the reforms of Gaius Gracchus, including to avenge the death of Tiberius, to develop Tiberius' reforms, to challenge the power and authority of the Senate, to deal with the Italian allies the reforms of Gaius Gracchus; political conflict: steps taken to block Gaius Gracchus' actions; opposition to his re-election to the tribunate; the use of the SCU and the death of Gaius Gracchus 	<ul style="list-style-type: none"> Identify key challenges facing the Roman Republic in 133 BCE. Examine attempts by the Gracchi to resolve these challenges, such as the reasons for the reforms of Tiberius Gracchus and his lex agraria. Identify the most significant of Gaius Gracchus' reforms to improve the lives of plebeians and two reforms that impacted on the power/authority of the Senate. Examine the methods used by the Senate to oppose the Gracchi. Examine the rise of the tribunate, i.e. the development of the role and power of the tribunate by the Gracchi. Examine the impact of the Gracchan reforms on the power and authority of the Senate. Examine the use of violence for political reasons. <p>Extended answer preparation:</p> <ul style="list-style-type: none"> Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument, including quotes from ancient and modern sources. <p>Task 1 – Extended answer (Week 5)</p>

Week	Syllabus content	Suggested teaching points
6–8	<p>Individual: Marius and Change: the rise of client armies</p> <ul style="list-style-type: none"> key events in Marius' early career, including status as novus homo; support from the equites; campaign against Metellus; first consulship in 107 BCE; appointment to the command against Jugurtha through popular support and the support of the tribunes in Rome; victory against Jugurtha in 105 BCE Marius' successive consulships (107, 104–100 BCE); the reasons for these consulships, including the threat from Jugurtha and the Germanic tribes and the political and military impact of these consulships features and impact of Marius' military reforms <ul style="list-style-type: none"> changes to training and discipline, equipment, recruitment, organisation the use of military symbols (Standards and Eagles) the significance of the changes to recruitment in creating client armies and improving the effectiveness of the army 	<ul style="list-style-type: none"> Use Plutarch's <i>Life of Marius</i> to summarise Marius' rise as a novus homo to his first consulship. Examine key military reforms of Marius, comparing the composition, conditions of service and equipment of the military before and after Marius' reforms. Identify the significance of each reform. Examine the creation of client armies. Examine the role of the tribunate in Marius' career. Examine the short- and long-term impacts of Marius' career and reforms on the Roman Republic. Conduct an inquiry into the life of Marius with particular attention to the role of the military in his rise and the relationship between Marius and the Senate/tribunes throughout his career to 100 BCE. <p>Task 2: Part A – Historical inquiry (issue) (Week 6)</p> <p>Task 2: Part B – In-class validation extended answer (Week 8)</p> <p>Task 2: Part A – Historical inquiry (submit) (Week 8)</p>
8–10	<p>Individual: Sulla and Change: the increasing use of violence in politics</p> <ul style="list-style-type: none"> an overview of Sulla's early career, including campaigns against Jugurtha, the Germans and Cilicia; successful campaigns in southern Italy during the Social Wars Sulla's consulship in 88 BCE, Mithridatic Command, Marius' initial 'retirement' in c. 99 BCE; confrontation between Marius and Sulla over the Mithridatic Command in 89 BCE; transfer of the command to Marius by the Assembly; the role of the tribunate in interfering with the Senate's right to appoint military commands; Marius' last consulship; marches on Rome by Sulla and Marius (88 and 87 BCE); the importance of the introduction and use of violence for political reasons through the use of Marius' veterans and Sulla's legions events upon Sulla's return after the defeat of Mithridates; Sulla's Second March on Rome and conflict with his rivals in the Senate Sulla's dictatorship; the proscriptions and the short- and long-term consequences of 	<ul style="list-style-type: none"> Examine the reasons for Sulla's election as consul and appointment to the Mithridatic Command. Examine the reasons for Sulla's marches on Rome, using a timeline of the key events of 88 and 87 BCE and then of 83–82 BCE. Examine the role of client armies. Examine the Sullan reforms and their effectiveness. Examine the impact of Sulla's reforms and actions on the power and authority of the Senate and tribunate. Examine the use of violence for political reasons. <p>Task 3 – Short answer (Week 10)</p>

Week	Syllabus content	Suggested teaching points
	<p>these events; the increasing use of violence in politics</p> <ul style="list-style-type: none"> • Sulla's aim to re-establish traditional power structures; his reforms to the tribunate and Senate, and to the <i>cursus honorum</i>, magistracies, provincial governors, law courts, equites and corn dole • manner and impact of Sulla's retirement and death; the effectiveness of the so-called 'Sullan Restoration' 	
11–12	<p>Individual: Pompey and Change: extraordinary commands</p> <ul style="list-style-type: none"> • an overview of key events in Pompey's early career: his commands against the Marians, Lepidus and Sertorius, the revolt of Spartacus and Pompey's role, his consulship of 70 BCE • the Lex Gabinia and the Lex Manilia, including the reasons for the commands, the main terms, the response of the Senate and the role of the tribunate • the importance of extraordinary commands to the career of Pompey; impact of extraordinary commands on the power and authority of the Senate and the Roman Republic 	<ul style="list-style-type: none"> • Use Plutarch's <i>Life of Pompey</i> to summarise Pompey's rise to pre-eminence to 66 BCE. • Summarise the terms of the Mithridatic Settlement and identify the benefits to Rome, the provinces and Pompey. • Examine the importance of the extraordinary commands for the career of Pompey, including the reasons for, responses to, and the significance to Pompey and the Republic. • Examine the role of the Senate and tribunate in the granting and use of these extraordinary commands. • Examine the impact of extraordinary commands on the power and authority of the Senate.
13–14	<p>Significant features</p> <p>Students study at least one of the following significant features as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative.</p> <p>Weapons and warfare</p> <p>The development of weaponry and methods of warfare, including</p> <ul style="list-style-type: none"> • the nature of the sources for weapons and warfare, and early evidence for military encounters • the composition and role of armies and navies, and changes in forms of weapons and military tactics • the life of soldiers, their training and the conditions of service • the significance of the military • the political, economic and social impact of warfare and conquest 	<ul style="list-style-type: none"> • Examine changes to the military and create a timeline showing the changes to the army and the impact these reforms had on the Roman Republic. • Examine the link between generals, tribunes and the Senate. • Examine the role of client armies. • Examine the significance of the military for the Roman Republic.
15	Unit 1 revision	Unit 1 revision

Week	Syllabus content	Suggested teaching points
16	Task 4: Semester 1 examination	Task 4: Semester 1 examination

Historical Skills

Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability and usefulness of sources to develop informed judgements that support a historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- recognise the provisional nature of historical knowledge to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

Semester 2 – Unit 2 – Investigating the Ancient World

This outline is based on the Elective 3: Rome: Republic to Empire

Week	Syllabus content	Suggested teaching points
1–3	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>Sources for the period</p> <p>Key written and archaeological sources for the period, including the writings of Cicero, Caesar, Suetonius, Plutarch, and Augustus' Res Gestae; inscriptions, coins and modern interpretations</p> <p>Historical authentication and reliability (incorporated into the ancient historical narrative)</p> <ul style="list-style-type: none"> • how evidence from the ancient world has been lost, destroyed and rediscovered • problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe • methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources • the different interpretations and representations of the period • the reliability and usefulness of the interpretations and representations of the period <p>The historical and geographical context</p> <p>(Covered in Unit 1 Elective 3: Rome: Decline of the Republic)</p> <p>The ancient historical narrative (at least 70% of the unit content)</p> <p>The First Triumvirate</p> <ul style="list-style-type: none"> • the formation of the so-called 'First Triumvirate'; the reasons for and aims of the 'First Triumvirate'; return of Pompey and his alienation; alienation of Crassus; attempts by the Optimates to obstruct Caesar's career • Caesar's first consulship in 59 BCE and Caesar's response to opposition from the Optimates; key aspects of his legislative program – land bill, ratification of Eastern Settlement; tax concessions; Caesar's acquisition of the Gallic Command and its importance to Caesar's political career 	<ul style="list-style-type: none"> • Examine the reasons for the formation of the 'First Triumvirate', including the motives, aims/reasons and actions of each of the triumvirs • Create a brief timeline of Caesar's rise to 61 BCE and refer to Plutarch's <i>Life of Caesar</i> for background information. • Examine Caesar's consulship of 59 BCE and fulfilment of the aims. • Examine tensions within the 'First Triumvirate' and attempts at resolution, including the Conference of Luca and its outcomes. • Examine the different interpretations of the role of Caesar, Pompey, Crassus, Cicero and Clodius. <p>Task 5 – Extended answer (Week 3)</p>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> Rome during Caesar's absence in Gaul: breakdown of law and order through the actions of people, such as Clodius and Milo; Cicero's exile and recall; the reasons for and results of the Conference of Luca; the relative positions of the triumvirs after the Conference The role of key individuals, including Caesar, Pompey, Crassus, Cicero, Clodius (different interpretations by the ancient and modern sources) <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	
3–5	<p>The Civil War</p> <ul style="list-style-type: none"> the reasons for the Civil War, including the role of the Senate, attitudes of Pompey and Caesar; relative responsibility for the outbreak of Civil War between Pompey, Caesar and the Optimates in the Senate relative strengths of the two sides; key events of the Civil War, including Caesar versus Pompey and the Optimates, the battles of Pharsalus, Thapsus, and Munda; the strategies used by Pompey and Caesar; reasons for Caesar's victory the role of key individuals, including Caesar, Pompey, Cato (different interpretations by the ancient and modern sources) <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	<ul style="list-style-type: none"> Examine the reasons/responsibility for the Civil War; refer to Plutarch's <i>Life of Caesar</i>. Create a timeline of events to 49 BCE, noting the actions of Caesar, Pompey and the Optimates. Create an overview of key battles using maps, including Pharsalus, Thapsus and Munda. Provide reasons for Caesar's victory. Examine different interpretations of the role of Caesar, Pompey and Cato.
6–8	<p>Caesar's Dictatorship and Assassination</p> <ul style="list-style-type: none"> Caesar's dictatorship, including his constitutional position and his powers – the dictatorships; consulships and other offices held within the <i>cursus honorum</i>; his military power; control of the treasury; his privileges, including the oath taken to him Caesar's leadership – the aims of Caesar's reform program and its effectiveness the reasons for the assassination of Caesar; the assassination; the reliability and usefulness of Plutarch's thesis that it was Caesar's wish to be king that led to his 	<ul style="list-style-type: none"> Examine opposition to Caesar during the Civil War. Examine Caesar's march on Rome, his constitutional position, titles and honours in class, and then introduce Task 6 – Historical inquiry. Examine different interpretations of the reasons for Caesar's assassination. Teacher to distribute source extracts and model annotation using the Plutarch extract (see sample assessment task 6).

Week	Syllabus content	Suggested teaching points
	<p>assassination and other ancient and modern interpretations</p> <ul style="list-style-type: none"> the role of key individuals, including Caesar, Marcus Brutus, Decimus Brutus <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	<ul style="list-style-type: none"> Examine the reliability and usefulness of the interpretations and representations of Caesar's assassination. Examine different interpretations of the role of Caesar, Marcus Brutus, Decimus Brutus. <p>Extension preparation for validation extended answer:</p> <ul style="list-style-type: none"> divide the class into 'for' and 'against' Caesar desiring to be king as the reason for his assassination and run an in-class debate. <p>Task 6: Part A – Historical inquiry (issue) (Week 6)</p> <p>Task 6: Part B – In-class validation extended answer (Week 8)</p> <p>Task 6: Part A: Historical inquiry (submit) (Week 8)</p>
9–11	<p>The Second Triumvirate</p> <ul style="list-style-type: none"> Caesar's will and funeral rites and the response to his death (different interpretations by the ancient and modern sources) the dominance of Antony after Caesar's assassination; emergence of Octavian; Battle of Mutina and its outcomes for Antony, Octavian and the Senate; Octavian's march on Rome the formation of the so-called 'Second Triumvirate' (Lex Titia); proscriptions; Battle of Philippi and distribution of power among triumvirs the tensions and rivalry between Octavian and Mark Antony; Treaty of Brundisium; Octavian in the west (Sextus Pompeius); Conference of Tarentum; demise of Lepidus Antony in the east – role of Cleopatra; Parthian campaign; donations of Alexandria; Antony's divorce from Octavia (different interpretations by the ancient and modern sources) reasons for and the events of the Battle of Actium; outcome and significance of Actium Augustus' account of his rise to power and events during the Second Triumvirate in the Res Gestae (different interpretations by the ancient and modern sources) the role of key individuals, including Antony, Octavian, Cleopatra, Agrippa, Octavia <p>Historical authentication and reliability</p>	<ul style="list-style-type: none"> Examine the impact of Caesar's death, including the actions of the Republicans and Caesarians. Examine the emergence of Octavian, including aims and methods. Examine the aims and methods of the 'Second Triumvirate' using a timeline, retrieval chart or flow diagram to show the actions of each triumvir. Examine the reasons for the breakdown of the 'Second Triumvirate'. Make a source comparison between the depictions of Octavia and Cleopatra. Examine reasons/justification for the Battle of Actium. Examine the reliability and usefulness of the interpretations and representations of Augustus' rise to power and the reasons for the Battle of Actium. Examine different interpretations of the role of Octavian and Mark Antony. <p>Extension activity:</p> <ul style="list-style-type: none"> conduct a treason trial for Mark Antony, include Octavia and Cleopatra as witnesses or create propaganda posters for Octavian and Mark Antony prior to Actium. <p>Task 7 – Short answer (Week 11)</p>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	
12–13	<p>Octavian's constitutional position after Actium</p> <ul style="list-style-type: none"> Octavian's return and the restoration of confidence the steps taken by Octavian to settle the issue of his constitutional position, including the First Settlement of 27 BCE: 'restoration of the Republic'; the military power of Augustus; the Second Settlement of 23 BCE: tribunicia potestas, maius imperium Augustus' constitutional position as princeps, his honours and titles; Augustus' account of his constitutional position in the Res Gestae (different interpretations by the ancient and modern sources) <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	<ul style="list-style-type: none"> Examine methods used by Octavian to restore confidence in Rome. Examine the constitutional position of Octavian/Augustus, including the Settlements, his military power and his use of tribunicia potestas and maius imperium. Examine different interpretations of Augustus and his constitutional position as princeps and his honours and titles. Examine the reliability and usefulness of the interpretations and representations of key sources, such as the Res Gestae, Livy, Suetonius.
14–5	Unit 2 revision	Unit 2 revision
16	Task 8: Semester 2 examination	Task 8: Semester 2 examination

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Historical Skills

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- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
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- analyse and account for the different perspectives of individuals and groups in the past
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- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
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