



Government of **Western Australia**  
School Curriculum and Standards Authority

# ANCIENT HISTORY

ATAR COURSE

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Year 12 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

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## Rationale

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

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

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

The Ancient History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 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.

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

## Aims

The Ancient History ATAR course aims to develop students’:

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

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3 – People, power and authority

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

#### Unit 4 – Reconstructing the ancient world

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- electives – the content is delivered through the chosen elective for each unit which focuses on a particular ancient society, significant individual, site, event, or historical period.

## Organisation of content

The Ancient History ATAR course continues to develop student learning in history through the two interrelated strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

### Historical Knowledge and Understanding

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

## Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Year 7–10 History curriculum and which continue to be developed in the Year 11 and 12 Ancient History ATAR syllabuses. 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 enables integration of the strands in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills is included in each of the units to provide a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Ancient History ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is of fundamental importance in the study of ancient history. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient writers, photographs, films, 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 to 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 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 the Ancient History ATAR course 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 practice of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.

### **Ethical understanding**

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

### **Intercultural understanding**

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

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the following priorities into the teaching and learning program for the Ancient History ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Ancient History ATAR course provides the opportunity to draw comparisons between the traditional cultures of Aboriginal and Torres Strait Islander Peoples, as practised prior to the European settlement of Australia, and those of ancient Egypt, Greece, Rome or China.

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

The Ancient History ATAR course provides the opportunity to draw comparisons between the ancient cultures of Asia and those of Egypt, Greece and Rome.

### **Sustainability**

Sustainability is addressed in the Ancient History ATAR course through opportunities to study the use of technology in ancient times to access resources and to control the environment.

## Unit 3 – People, power and authority

### Unit description

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

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

The key conceptual understandings of this unit include: causation, continuity and change, perspectives, interpretations and contestability.

### Learning outcomes

By the end of this unit, students:

- understand the nature and extent of change and continuity within the historical period
- understand developments in power and authority over time and the role and impact of a significant individual on society
- apply key concepts as part of an historical inquiry, including evidence, cause and effect, continuity and change, perspectives, interpretations and contestability
- analyse and evaluate interpretations and communicate an historical argument using a range of evidence.

### Unit content

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

#### 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 an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

**Perspectives and interpretations**

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

**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

## Historical Knowledge and Understanding

Students study **one** of the following societies and **one** of the following individuals appropriate to the chosen society.

Part A – Societies		Part B – Individuals
1. New Kingdom Egypt to the death of Horemheb	AND	<ul style="list-style-type: none"> <li>• Ahmose I</li> <li>OR</li> <li>• Hatshepsut</li> <li>OR</li> <li>• Tuthmosis III</li> <li>OR</li> <li>• Amenhotep III</li> <li>OR</li> <li>• Akhenaten</li> </ul>
2. Athens 481–440 BC	AND	<ul style="list-style-type: none"> <li>• Xerxes</li> <li>OR</li> <li>• Pausanias</li> <li>OR</li> <li>• Themistocles</li> <li>OR</li> <li>• Cimon</li> <li>OR</li> <li>• Pericles</li> </ul>
3. Rome 133–63 BC	AND	<ul style="list-style-type: none"> <li>• Tiberius Gracchus</li> <li>OR</li> <li>• Gaius Gracchus</li> <li>OR</li> <li>• Marius</li> <li>OR</li> <li>• Sulla</li> <li>OR</li> <li>• Pompey</li> </ul>

### Part A: Societies

Students study **one** of the following societies, which is to be taught with the requisite historical skills described as part of this unit.

#### Elective 1: New Kingdom Egypt to the death of Horemheb

##### Background for the period

- the historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt
- the nature of power and authority at the beginning of the New Kingdom, including:
  - the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule)

- religion (significance of the pharaoh as divine ruler, Son of Re, Lord of the Two Lands, Upholder of Maat; the role and importance of Amun)
- the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier)
- the bureaucracy (organisation, methods of taxation, commerce and trade)
- the military (organisation, role and status)

### Power and authority – change and development

- the role of 17th and 18th dynasty rulers (including Seqenenre Tao II, Kamose and Ahmose) and the role of the queens (including Tetisheri, Ahhotep and Ahmose Nefertari) in the expulsion of the Hyksos and the establishment of the 18th dynasty. Sources for this period include the Story of Apophis and Seqenenre Tao II, the three fragments of Kamose’s commemorative stele, the Ahmose Stele, Ahmose’s ceremonial axe and dagger, Ahhotep’s jewellery and decorations of valour, and the biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet
- the consolidation of the 18th dynasty in relation to the role and growing status of the Amun cult, and the significance of the position of God’s Wife of Amun held by queens and some senior royals, including Ahmose Nefertari, Hatshepsut and her daughter Neferure
- the religious, political and economic importance of the pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes, including the Deir el Bahari temple of Hatshepsut); the royal tombs, the palace of Malkata, and the tomb builders’ village at Deir el Medina
- the political and religious significance and purpose of the temples and palaces, including:
  - the state cult of Amun
  - the ideology of kingship (including titles, regalia and the concept of maat)
  - the Theban Festivals (including the Opet Festival and the Beautiful Festival of the Valley)
- the development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire (including its organisation, composition, weaponry, strategy and tactics); and the evidence provided by the military careers of **two** key individuals, Ahmose, son of Ebana, and Ahmose Pennekhbet
- conquest and expansion in Nubia and Syria-Palestine, including:
  - the battle and siege of Megiddo under Tuthmosis III (sources include the *Annals of Karnak*, the Gebal Barkal Stele Inscription and the Amarnt Stele from the Temple of Montu)
  - the iconography of the ‘warrior pharaoh’, including images of the ‘warrior pharaoh’ in weapons training and in battle
  - the nature of Egyptian imperialism under 18th dynasty pharaohs, including Amenhotep I, Tuthmosis I, Tuthmosis II, Hatshepsut, Tuthmosis III, Amenhotep II, Tuthmosis IV, Amenhotep III, Amenhotep IV/Akhenaten, Tutankhamun, Ay and Horemheb
- the nature of the empire and its impact on economic development, including the significance of booty, tribute and trade (Hatshepsut’s expedition to Punt), building programs, hostage taking, diplomacy and marriage contracts

- the nature and impact of the Amarna revolution on:
  - art, including the portrayal of the human figure (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities)
  - religion, including the impact on the god Amun and the *Hymn to the Aten*
  - architecture, including the construction of the royal city of Akhetaten and the construction of temples to the Aten
  - the economy, including the closure of temples
- the nature and significance of the restoration of Amun and other gods under Tutankhamun, Ay and Horemheb, including the Restoration Stele of Tutankhamun and Horemheb's *Edict of Reform*
- the changing nature of Egypt's relations (including warfare and diplomacy) with other powers, in particular Mitanni and the Hittites, including evidence from the Amarna Letters

OR

## Elective 2: Athens 481–440 BC

### Background for the period

- the chronological and geographical context of Athens in 481 BC, including Cleisthenes' democracy; the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 481 BC, the Athenian response; the Ionian Revolt; the significance of Marathon and the role of Xanthippus and Miltiades
- the nature of power and authority in Athens in 481 BC, including:
  - key political concepts (*demos*, *polis*, oligarchy, democracy, ostracism, *strategoí*)
  - key social groups (Solon's *pentacosiomedimni*, *hippeis*, *zeugitae*, *thetes*, slaves, metics, and women)
  - Athenian government, including Cleisthenes' reforms

### Power and authority – change and development

- the Persian Wars 481–478 BC, including the formation of the Hellenic League, the consequences of the Battles of Thermopylae, Salamis and Plataea, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, Aristides and the increased prestige of Athens
- the formation of the Delian League, including the aims, structure and naval superiority of Athens, and Thucydides' explanation for Athenian leadership of the Delian League
- initial campaigns under Cimon to 461 BC, including Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos, and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power
- the rise in thetic power in Athens; Ephialtes' reforms to the political institutions of the *Areopagus*, *Boule*, *Ecclesia* and *Heliaea*; Pericles' additional reforms to the law courts, payment for office and limitation of citizenship rights; the impact of Ephialtes' and Pericles' reforms; and the emergence of radical democracy
- Athens' changing foreign policy (461–446 BC), including its alliances with Megara, Argos and Thessaly, the Athenian Land Empire, the reasons for the loss of the Land Empire, and Cimon's campaign against Persia, and the Thirty Years' Peace

- Athens' hegemony of the Delian League, including:
  - the transformation of the League to an empire
  - Athens' justification and motivation for her changing treatment of the allies, and the reaction of the allies (extent of acceptance or resistance)
  - the economic, military, political, cultural, judicial, and religious methods of control used by Athens to 445 BC, including the transfer of the treasury in 454 BC, use of decrees, and the emergence of three classes of membership of the Delian League
- the revolt of Samos and Byzantium and the reduction of Samos
- Periclean Athens, including democratic reforms, use of Delian League funds and the building program; internal opposition to Pericles' policies

OR

### Elective 3: Rome 133–63 BC

#### Background for the period

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

#### Power and authority – change and development

- the problems confronting Rome in 133 BC; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate; the *lex agraria*; the reforms of Gaius Gracchus; the methods used by the Gracchi; the political, economic and social impact of the reforms; and the challenge to the power and authority of the Senate
- Marius' First – Sixth consulships, the reasons for these consulships, the commands against Jugurtha, the Teutones and Cimbri; Marius' military reforms; the role of tribunes; the rise of client armies and the tribunate; and the challenge to the power and authority of the Senate and the Roman Republic
- the origins, key events and individuals of the Italian/Social Wars and the subsequent changes to citizenship
- Sulla's consulship, Mithridatic command, First March on Rome, overview of the Mithridatic War and the consequences; Sulla's Second March on Rome and the Civil War; Sulla's dictatorship, the effectiveness of the so-called 'Sullan Restoration', including the reforms to the tribunate and Senate; and significance of the increasing use of violence and the military as political weapons



- the reasons for, and nature of, the extraordinary commands of Pompey up to 63 BC and their impact on the power and authority of the Roman Republic/*SPQR*, including the commands against Lepidus, Sertorius and Spartacus, the *lex Gabinia* and *lex Manilia*, and the role of the tribunate
- Cicero's consulship, the key events and outcome of the Catiline Conspiracy and the *Concordia Ordinum*
- the role and impact of violence in Roman politics, including the use of the *Senatus Consultum Ultimum*, Civil War, use of client armies, and the role of the tribunate

## Part B: Individuals

Students investigate the life of **one** individual from the society they study (contained in the table under the heading Historical Knowledge and Understanding). Students apply the requisite historical skills described as part of this unit, while investigating the following about the selected individual.

- the background and rise to prominence of the individual, including:
  - family background and status
  - key events in his/her rise to prominence
  - significant influences on early development
- the career of the individual, including:
  - change of role, position, status over time
  - possible motivations for actions
  - methods used to achieve aims
  - relationships with groups and other individuals
  - significant events in the career of the individual
  - manner and impact of death
- the impact and legacy of the individual, including:
  - assessment of their life and career
  - the influence of the individual on their time
  - their longer-term impact and legacy
- changing perspectives and interpretations of the individual, including:
  - depictions of the individual during his/her lifetime
  - judgements of the individual by other individuals and groups during his/her lifetime
  - interpretations of the individual after his/her death (in writings, images, films)

## Unit 4 – Reconstructing the ancient world

### Unit description

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

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

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

### Learning outcomes

By the end of this unit, students:

- understand the nature, purpose and significance of the sources and the extent to which they contribute to an understanding of the key features and developments of the historical period
- understand issues relevant to the interpretation of sources and the reconstruction of the historical period, including the fragmentary nature of the evidence, reliability, excavation, and conservation
- apply key concepts as part of an historical inquiry, including evidence, significance, perspectives, interpretations and contestability
- use historical skills to investigate the historical period, and evaluate the usefulness and reliability of the sources, evaluate interpretations, and communicate historical arguments.

### Unit content

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

#### 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 an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

**Perspectives and interpretations**

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

**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

**Historical Knowledge and Understanding**

Students study **one** of the following time periods, which is to be taught with the requisite historical skills described as part of this unit:

1. Thebes – East and West, New Kingdom Egypt
2. Athens, Sparta and the Peloponnesian War 440–404 BC
3. Rome 63 BC–AD 14
4. Pompeii and Herculaneum 80 BC–AD 79

## Elective 1: Thebes – East and West, New Kingdom Egypt

Students study Thebes (East and West) in the period of the New Kingdom, with particular reference to the remains at the sites listed in the unit, and other relevant sources.

### The geographic and historical context

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

### The nature and range of sources for the period and identification of key issues related to the investigation of the sources

- the discoveries and influence of early adventurers and explorers, including Napoleon Bonaparte's scientific expedition to Egypt, and Giovanni Battista Belzoni's removal of artefacts
- the key archaeological and written sources for the period, including:
  - the cult temples of Karnak and Luxor
  - the mortuary temples (Deir el Bahari, Medinet Habu and the Ramesseum)
  - tombs of kings (KV35 Amenhotep II, KV62 Tutankhamun, KV17 Seti I, KV9 Rameses VI); tomb of Queen Nefertari (QV66 Nefertari); and tombs of nobles (TT100 Rekhmire, TT69 Menna, TT55 Ramose)
  - the Palace of Malkata
  - obelisks, shrines, statues, reliefs, papyri, inscriptions, and ostraca
- the nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, including Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahari, the German Archaeological Institute, and the Macquarie Theban Tombs Project
- the effectiveness of the protection and conservation of the Theban sites, including the contribution of the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the Macquarie Theban Tombs Project, and the Polish Mission at Deir el-Bahari

### The historical period

- the development of the East Bank of Thebes, including evidence provided by the temples of Karnak and Luxor, obelisks, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts
- the development of the West Bank of Thebes, including the Valleys of the Kings and Queens, tombs of the elite (the officials and nobles), tomb paintings and reliefs, mortuary temples, the Palace of Malkata, and the workers' village of Deir el Medina
- the nature and significance of afterlife beliefs and practices of royalty and non-royalty, including evidence from burials, tomb decoration, mummification, and the major books of the afterlife, including the *Book of the Dead*, the *Am Duat*, the *Book of Gates*, the *Book of Caverns*, the *Book of Heavens* and the *Book of Earth*
- the desecration of tombs and temples and the attempts to save them, including the notable exception of Tutankhamun and his tomb

- the significance of the strikes by the Deir el Medina workers
- the significant cultural beliefs and practices of Egyptian society as revealed through Theban sources, including Deir el Medina
- the evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period, including Tutankhamun and the Amarna royal family (Akhenaten, Nefertiti, Smenkare, Ankhenesamun and the princesses)

#### **The limitations, reliability and evaluation of the sources**

- the usefulness and reliability of the portrayal of the pharaoh and royal family in reliefs and inscriptions, including Tutankhamun and the Amarna royal family
- difficulties of interpretation of evidence owing to additions and re-use by successive pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors (including rising water table, salt, or exposure to elements) or human agency (including defacement, reuse or hiding of materials)
- the significance of writing and literature as sources of evidence for the period, including inscriptions on cult and mortuary temples, obelisks, shrines, statues, stelae, papyri, and other artefacts

#### **Changing interpretations of the sources over time and their contributions to an understanding of the period**

- research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden)
- the contribution of Italian fresco conservators to the conservation and restoration of the Theban tomb paintings, including those in the tomb of Queen Nefertari
- the contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer and x-rays to understanding sites, material culture and human remains, including Tutankhamun, his tomb and its contents, and the relationships of the Amarna royal family
- the contribution of scholars and contemporary Egyptian and international historians, including Champollion's decipherment of hieroglyphs, and the work of Thomas Young, Lepsius, Wilkinson, Gardiner, and Černý to understanding Egyptian language, history and material culture

**OR**

#### **Elective 2: Athens, Sparta and the Peloponnesian War 440–404 BC**

Students study the Peloponnesian War in the period 440–404 BC, with particular reference to Thucydides' *The Peloponnesian War*, Books I–VIII, and other relevant sources.

#### **The geographic and historical context**

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

### The nature and range of sources for the period and identification of key issues related to the investigation of the sources

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

### The historical period

- the causes of the Peloponnesian War, including the incident at Epidamnus, war between Corcyra and Corinth, the Battle of Sybota, Megarian decree, the Potidaean revolt and Thucydides' theory of *aitiai* and *prophasis*
- the Archidamian War, with particular reference to key events, including the Plataean incident, the Plague, the death of Pericles and change of Athenian leadership, the Mytilenean revolt, Pylos and Sphacteria, Brasidas' Thracian campaign, and Amphipolis; and key individuals, including Archidamus, Pericles, Cleon, Nicias, and Brasidas
- the Peace of Nicias, including the terms, shifting alliances (421–418 BC) and key individuals, including Nicias, Alcibiades, and Hyperbolus
- the two Sicilian Expeditions as a turning point in the war, with particular reference to key events, including the Mutilation of the *Hermae*, battles between the Athenians and the Syracusans, and the Spartan response; and key individuals, including Nicias, Alcibiades, and Gylippus, and the role of the demos
- the Oligarchic Coup, including the role of the fleet at Samos and of key individuals, including Alcibiades, Pisander, Thrasybulus, Theramenes, and Tissaphernes
- the key events of the Deceleian/Ionian War, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, Battle of Arginusae; and reasons for the defeat of Athens in 404 BC; and key individuals, including Alcibiades, Lysander, Cyrus, Tissaphernes, and Pharnabazus
- the contribution of the sources to an understanding of the motivation of key individuals, including Pericles, Cleon, Brasidas, Nicias, and Alcibiades
- the significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism, the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire

### The limitations, reliability and evaluation of the sources

- Thucydides' background/exile and how it influenced his writing of *The Peloponnesian War*, and the influence of the tragic tradition on his writing
- Thucydides' motivations for writing *The Peloponnesian War*, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures

- Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the evidence of his bias towards or against key individuals, including Pericles, Cleon, Nicias, and Alcibiades
- the nature and contribution of other ancient and modern sources to an understanding of Thucydides' work and the Peloponnesian War
- changing interpretations of the sources over time and their contributions to an understanding of the Peloponnesian War

**OR**

### **Elective 3: Rome 63 BC–AD 14**

Students study Rome in the period 63 BC–AD 14, with particular reference to the writings of Cicero and Appian, Augustus' *Res Gestae*, and other relevant sources.

#### **The geographic and historical context**

- the location of Rome and the geographical extent of Roman territory; and neighbouring kingdoms and societies
- an overview of Rome in 63 BC, including the social structure of Roman society; political structures; the economy; military organisation (client armies); religious practices; and culture

#### **The nature and range of sources for the period and identification of key issues related to the investigation of the sources**

- the key archaeological and written sources for the period, including the writings of Appian, Cicero, Caesar, Sallust, Suetonius, Plutarch, and Augustus' *Res Gestae*; the *Ara Pacis*; temples, Roman imperial sculpture, reliefs; and coinage
- the nature of Cicero's, Appian's and Augustus' texts and techniques
- issues arising from the incomplete nature of the evidence for the time period and the reliance on Cicero, Appian and Augustus

#### **The historical period**

- the formation of the so-called 'First Triumvirate' of Caesar, Crassus and Pompey, including tensions between the *optimates* and *populares*; Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command
- the actions of Clodius and Cicero, the reasons for and results of the Conference of Luca, the reasons for the breakdown of the 'First Triumvirate'; and the key events of the Civil War, including Caesar versus Pompey and the *optimates*, the battles of Pharsalus, Thapsus, and Munda
- Caesar's dictatorship, including his constitutional position and reform program
- the assassination of Caesar and the consequences
- the formation of the so-called 'Second Triumvirate' of Mark Antony, Lepidus and Octavian, the tensions and rivalry between Octavian and Mark Antony, the breakdown of the 'Second Triumvirate', Cleopatra, and the significance of the Battle of Actium

- Octavian's constitutional position after Actium, the purpose and nature of the First and Second Settlements of Augustus, subsequent developments, and their impact in consolidating his authority
- the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic
- violence in Roman politics, including the use of client armies and civil war
- the contribution of the sources to an understanding of the motivation of key individuals, including Pompey, Caesar, Mark Antony and Octavian/Augustus
- the significance of the sources for understanding the decline of the Senate, the fall of the Republic, and the use of violence in Roman politics

#### **The limitations, reliability and evaluation of the sources**

- the historical context and the influence of this on the writings of Cicero
- the historical context and the influence of this on the writings of Appian
- the nature, purpose and limitations of the writings of Cicero and Appian and of Augustus' *Res Gestae*
- the reliability of the writings of Cicero and Appian, and Augustus' *Res Gestae* and other sources for an understanding of the nature of Roman politics, the end of the Roman Republic, the motivations of individuals, the importance of the military, and the corruption of governing classes
- changing interpretations of the sources over time and their contributions to an understanding of the period

**OR**

#### **Elective 4: Pompeii and Herculaneum 80 BC–AD 79**

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

#### **The geographic and historical context**

- the location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea
- an overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including:
  - the foundation of Pompeii by the Oscii
  - the series of invasions of Pompeii by the Greek colony of Cumae, the Samnites in the 5th century BC, and Rome during the Samnite Wars of the 4th century BC, and the subsequent changes made to the city and to its administration
  - Pompeii's involvement in the Social Wars against Rome, 91–88 BC, and its surrender in 80 BC after the capture of Nola
  - the establishment of Pompeii as a Roman colony in 80 BC



### The nature and range of sources and identification of key issues related to the investigation of the sources

- the nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum
- the key archaeological and written sources for the period, including public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and graffiti, and the writings of Pliny, Seneca, and Martial
- the major archaeological excavations that took place at Pompeii and Herculaneum during the 18th, 19th and 20th centuries, with a particular focus on:
  - the purposes of the archaeological excavations, including treasure hunting and scientific investigation
  - the methods of archaeologists, including differing approaches to conservation or reconstruction
- students study the work of **at least two** of the archaeological excavations led by the following people: Weber, Fiorelli, Mau, Spinazzola, Maiuri or Guzzo
- the interpretation of wall paintings and artworks, including sculptures and civic monuments in Pompeii and Herculaneum
- the difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts

### The historical period

- the relationship between Pompeii and Herculaneum and its region (Campania), Rome (including the imposition of a colony of Roman veterans by Sulla in the Social War, and changes to the cities after the Augustan settlement), and the networks of trade and cultural influence from beyond Italy, and their effects on Pompeii and Herculaneum
- the plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning
- the circumstances of the eruption of AD 79, including earthquake activity, the various stages of the eruption of Mt Vesuvius, and Pliny's account of the eruption of Mt Vesuvius
- the nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres, and graffiti as sources of evidence
- the important features of the economy, its place within the region, and Italy as a whole; and overseas networks, including commerce, trading relationships, industries and occupations
- the evidence at Pompeii and Herculaneum for the position and role of different groups in society, including the status and role of men, women, freedmen and slaves
- the evidence at Pompeii and Herculaneum for religious beliefs and practices, including wall paintings, mosaics, statues and inscriptions
- the key features of everyday life, including leisure activities, food and dining, water supply, sanitation and health
- the influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum

- how human and animal remains have contributed to a better understanding of the people who lived in these cities

#### **The limitations, reliability and evaluation of the sources**

- the state of preservation of the papyrus scrolls from the Villa of the Papyri
- difficulties of interpretation of evidence as a result of damage to, or removal of, frescos and artefacts, and the benefits and pitfalls of archaeological reconstructions
- how ancient writers and writing (including Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum

#### **Changing interpretations of the sources over time and their contributions to an understanding of the period**

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

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Ancient History ATAR Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Historical inquiry</b></p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically the inquiry proposition is devised by the student.</p> <p>The final presentation can be: a written report; short answers; an analysis of the sources used in the inquiry; an oral presentation; and/or a multimodal presentation.</p>	15%
<p><b>Short answer</b></p> <p>Students respond to a series of closed or partially open questions.</p> <p>Typically, short answer questions are used to assess content from Unit 3.</p>	10%
<p><b>Source analysis</b></p> <p>A number of sources are interpreted, analysed, synthesised and/or evaluated. Questions typically require students to use evidence from the sources when commenting on: origin, purpose and context; reliability; usefulness and contestability of the evidence; perspective; and relevance to the context.</p> <p>Typically, source analysis questions are used to assess content from Unit 4, and the teacher selects the sources and provides the questions.</p> <p>Sources can include:</p> <ul style="list-style-type: none"> <li>• ancient materials           <ul style="list-style-type: none"> <li>▪ written sources (such as: extracts from historical narratives, biographies, constitutional treatises, drama, poetry, contracts, treaties, speeches, letters)</li> <li>▪ archaeological sources (such as: photographs of inscriptions, coins, statues, ostraca, wall paintings, artefacts, buildings, human remains)</li> <li>▪ maps and diagrams</li> </ul> </li> <li>• modern materials           <ul style="list-style-type: none"> <li>▪ written sources (such as: extracts from historical narratives, biographies, historiographical texts)</li> <li>▪ reconstructions</li> <li>▪ maps and diagrams.</li> </ul> </li> </ul>	10%
<p><b>Essay</b></p> <p>The question can require the student to respond to one or more closed or open questions, or to a topic. This can include responding to a proposition, or points of debate; or an interpretation, explanation and/or evaluation of historical evidence.</p>	25%
<p><b>Examination</b></p> <p>Typically conducted at the end of the semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a task (such as a structured essay, extended answer or analysis of the sources used in the inquiry) which is completed in class after the final presentation is submitted.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Ancient History ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

## ATAR course examination

All students enrolled in the Ancient History ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4.

Details of the ATAR course examination are prescribed in the examination design brief on the following page. Refer to the *WACE Manual* for further information.

## Examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

SECTION	SUPPORTING INFORMATION
<p><b>Section One</b></p> <p><b>Short answer – Unit 3</b></p> <p>25% of the total examination</p> <p>Four questions from a choice of five</p> <p>Suggested working time: 40 minutes</p>	<p>The candidate answers four questions from a choice of five which are specific to the Unit 3 elective they have studied.</p> <p>The questions can be scaffolded.</p> <p>Questions can require the candidate to: describe, outline, identify, summarise compare and/or explain.</p>
<p><b>Section Two</b></p> <p><b>Source analysis – Unit 4</b></p> <p>25% of the total examination</p> <p>Select two sources, and the corresponding questions, from a choice of three.</p> <p>Suggested working time: 40 minutes</p>	<p>The candidate answers two questions from a choice of three.</p> <p>The candidate is provided with three sources specific to the Unit 4 elective they have studied.</p> <p>There is one question specific to the source and the question requires candidates to use evidence from the source. If appropriate, candidates can draw on Unit 3 content of the elective they have studied to respond to the question.</p> <p>A question can require the candidate to: explain, discuss, examine, assess, interpret, analyse, synthesise, and/or evaluate.</p> <p>The question can be scaffolded.</p> <p>Ancient sources include:</p> <ul style="list-style-type: none"> <li>• written</li> <li>• archaeological</li> <li>• maps and diagrams.</li> </ul> <p>Modern sources include:</p> <ul style="list-style-type: none"> <li>• written</li> <li>• reconstructions</li> <li>• maps and diagrams.</li> </ul>
<p><b>Section Three</b></p> <p><b>Essay – Units 3 and 4</b></p> <p><b>Part A: Unit 3</b></p> <p>25% of the total examination</p> <p>One question from a choice of three</p> <p>Suggested working time: 50 minutes</p> <p><b>Part B: Unit 4</b></p> <p>25% of the total examination</p> <p>One question from a choice of three</p> <p>Suggested working time: 50 minutes</p>	<p>The candidate answers two questions:</p> <ul style="list-style-type: none"> <li>• one question from Part A where the questions are specific to each elective from Unit 3 and</li> <li>• one question from Part B where the questions are specific to each elective from Unit 4. If appropriate, candidates can draw on Unit 3 content of the elective they have studied to respond to the question.</li> </ul> <p>The questions can be scaffolded.</p> <p>Questions common to two or more electives are not precluded.</p> <p>The questions can require the candidate to identify, describe, outline, explain, discuss, assess, examine, analyse, justify and/or evaluate.</p>

## Appendix 1 – Grade descriptions Year 12

**A**

### Historical Skills

Selects a comprehensive range of relevant ancient and modern sources and provides a sophisticated/in-depth/critical analysis in terms of origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations, and/or contestability.

Responds to key words in research or essay tasks, effectively applying accurate supporting evidence and historical understandings from appropriately acknowledged sources.

Explains how and why historical perspectives and interpretations change within and between time periods.

Uses appropriate historical terms and concepts to develop sophisticated responses which are analytical, logical and coherent.

### Historical Knowledge and Understanding

Evaluates the nature of power and authority in a society and the ways in which it was demonstrated through political, military, religious, cultural and/or economic structures and institutions.

Evaluates the significance of an individual and their impact on society.

Examines a significant historical period through an analysis of relevant archaeological and written sources and analyses the ways the sources have been used to construct an understanding of the period.

**B**

### Historical Skills

Selects a range of relevant ancient and modern sources and analyses the sources for origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations, and/or contestability.

Responds to key words in research or essay tasks, applying evidence and historical understandings from appropriately acknowledged sources.

Explains why various perspectives and interpretations of ancient history exist within and between time periods.

Uses appropriate historical terms and concepts to develop responses which incorporate some analysis and are logical and coherent but largely narrative.

### Historical Knowledge and Understanding

Discusses the nature of power and authority in a society and the ways in which it was demonstrated through political, military, religious, cultural and/or economic structures and institutions.

Assesses the significance of an individual and their impact on the society.

Investigates a significant historical period through an assessment of relevant archaeological and written sources and assesses the ways the sources have been used to construct an understanding of the period.

C

**Historical Skills**

Selects some relevant ancient and modern sources and makes some assessment of origin, message, purpose, context, reliability, usefulness, and differences in perspectives and interpretations in the sources.

Responds to most aspects of research or essay tasks; selects and acknowledges sources and uses mainly accurate evidence to support statements or broad generalisations.

Identifies and describes different perspectives and interpretations of ancient history.

Uses some appropriate historical terms and concepts to develop a response which recounts the major features of the historical narrative, providing some assessment and structure.

**Historical Knowledge and Understanding**

Describes the nature of power and authority in a society and some of the ways in which it was demonstrated through political, military, religious, cultural and/or economic structures and institutions.

Explains the significance of an individual and their impact on the society.

Describes a significant historical period through an assessment of some relevant archaeological and written sources and describes some of the ways the sources have been used to construct an understanding of the period.

D

**Historical Skills**

Selects ancient and/or modern sources, which may or may not be relevant, from a narrow range.

Makes a limited assessment of origin, message, purpose, context, reliability, usefulness, and/or differences in perspectives and interpretations in the sources.

Responds simply to tasks; acknowledges some sources but shows limited application of evidence.

Identifies at least one perspective of an historical event.

Displays some knowledge of the historical narrative and structural conventions.

**Historical Knowledge and Understanding**

Makes statements about the nature of power and authority in a society and limited reference to the ways in which it was demonstrated through political, military, religious, cultural and/or economic structures and institutions.

States the significance of an individual and their impact on the society.

Makes statements about a significant historical period and identifies some relevant archaeological and written sources and states some ways sources have been used to construct an understanding of the period.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.



## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

### **Ancient**

As defined in this syllabus, the Ancient period covers history from the development of early human communities to the end of late antiquity (around 650 CE).

### **Ancient sources**

Ancient sources are any written or non written materials created up to the end of late antiquity (around AD 650) that can be used to investigate the past. Ancient sources include written materials such as extracts from historical narratives, literary works, biographies, letters; archaeological materials, such as photographs of archaeological sites, human remains, inscriptions (epigraphic sources), coins (numismatic sources), tombs, buildings, reliefs and artwork, statues, weapons, tools and artefacts; and maps or diagrams. These sources are analysed by the historian to answer questions about the past. (Sources created between 650–1500 CE may also be important to the study of some ancient societies.)

### **Cause and effect**

Used by historians to identify chains of events and developments over time, short term and long term.

### **Contestability**

Occurs when particular interpretations about the past are open to debate (for example, as a result of different perspectives or a lack of evidence).

### **Continuity and change**

Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time, and concepts, such as progress and decline, may be used to evaluate continuity and change.

### **Concepts**

In the study of history, a concept refers to any general notion or idea that is used to develop an understanding of the past, such as a concept related to the process of historical inquiry (for example, evidence, continuity and change, perspectives, significance).

### **Empathy**

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

### **Evidence**

In the study of history, evidence is the information obtained from sources that is useful for a particular inquiry (for example, the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

### **Historical authentication**

Historical authentication is a process of verifying the origins of an artefact or object and establishing it as genuine.

**Historical inquiry**

Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

**Hypothesis**

A tentative statement or proposition that can be tested by asking questions and analysing evidence.

**Interpretation**

An interpretation is an explanation of the past; for example, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

**Modern sources**

Modern sources are any written or non-written materials created after the end of the late Middle Ages (around 1500 CE) that can be used to investigate the ancient past. These sources are often accounts about the past which use or refer to ancient sources and present a particular interpretation. Modern sources include written materials such as extracts from historical narratives, literary works, biographies, historiographical texts; reconstructions; documentaries; maps; diagrams; and websites. (Sources created between 650–1500 CE may also be important to the study of some ancient societies.)

**Perspective**

A person's perspective is their point of view, the position from that they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

**Reconstruction**

A process of piecing together evidence from sources to develop an understanding or explanation of the past.

**Representation**

A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.

**Significance**

The importance that is assigned to particular aspects of the past (for example, events, developments, and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions, such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

**Source**

Any written or non-written materials that can be used to investigate the past (for example, coins, letters, tombs, buildings). A source becomes 'evidence' if it is of value to a particular inquiry.

**Terms**

A word or phrase used to describe abstract aspects or features of the past (for example, imperialism, democracy, republic) and more specific features, such as a pyramid, gladiator, and temple.