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

ANCIENT HISTORY

ATAR course

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.

Contents

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 650 CE, 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 social, political, economic, military and religious institutions and structures of one ancient society, with an in-depth study of specific features such as slavery or technology and engineering. Students then investigate the remaining evidence for the ancient past and issues relevant to the investigation of the ancient world, including authentication and reliability. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority. 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 Years 7–10 Humanities and Social Sciences: 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 enables students to:

- develop knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies

- develop a capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication

- develop analytical and critical thinking using key historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations and representations

- develop an 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 – 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 individuals who had a significant impact on their times develops students' understanding of the importance of human agency.

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.

The elective offered in Unit 4 must be the same society as the Unit 3 elective; for example, Unit 3, Egypt: From Tetisheri to Tuthmosis III and Unit 4, Egypt: From Amenhotep II to Horemheb.

Each unit includes:

- a unit description – a short description of the focus of 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, interpretations and representations.

Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skills areas that build on those learned in the Years 7–10 Humanities and Social Sciences curriculum and which continue to be developed in the Ancient History ATAR course. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

These key skills areas are:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

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, learning and assessment 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 archival 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. Ancient history students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, and 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 and conciseness of expression. They learn 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 historical 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, and 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 collaborative investigative group work. 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 the Ancient History ATAR course. 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 or Rome.

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 – Power and authority

Unit description

This unit involves an investigation of **one** ancient society across a historical period, with a particular emphasis on the nature and exercise of power and authority in that society. This unit requires a focus on a range of written and archaeological source material and an evaluation of the significance of particular individuals.

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 study of individuals who had a significant impact on their times develops students' understanding of the importance of human agency. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past.

The key conceptual understandings of this unit include evidence, continuity and change, cause and effect, perspectives, interpretations and representations.

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 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

Historical Knowledge and Understanding

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

1. Egypt: From Tetisheri to Tuthmosis III

2. Athens: The rise of Athens

3. Rome: Decline of the Republic

The elective offered in Unit 4 must be the same society as the Unit 3 elective; for example, Unit 3, Egypt: From Tetisheri to Tuthmosis III and Unit 4, Egypt: From Amenhotep II to Horemheb.

Elective 1 – Egypt: From Tetisheri to Tuthmosis III

Essential to an understanding of this period are:

The historical, geographical and political context

An overview of

- the geography of the Nile Valley, the Faiyum and the Delta, the Black Land of the Nile floodplain and the Red Land of the desert

- the importance of inundation of the Nile

- the location of Egypt in relation to the wider area of Syria-Palestine, the great powers and city-states of the Near East, and the country of Nubia

- the division of Egyptian history into Kingdoms, Intermediate Periods and Dynasties

- the nature of power and authority at the beginning of the New Kingdom, including

  - the nature of the dual Kingship of Upper and Lower Egypt

- nomes and nomarchs as part of the political structure of the country

- the role and status of pharaoh/royalty, viziers, nobility, scribes, artisans, agricultural workers

- religion (the pharaoh as divine ruler, the son of Re and upholder of ma'at; the role/s and importance of Amun and Re)

- the key material, pictorial and written sources for the period, both ancient and modern, including human remains, tombs, cult and mortuary temples, obelisks, shrines, statues, reliefs, stelae, papyri, ostraca, inscriptions, tomb paintings and reliefs, and other artefacts.

Note: there is variability in the spelling of Egyptian names, and the dating of Egyptian chronology. Regnal years are used in Egyptian chronology.

The ancient historical narrative

Expulsion of the Hyksos, reunification of Egypt under Theban leadership and the establishment of the 18th dynasty

- the family tree of the Theban rulers from Tetisheri to Amenhotep I

- the role of 17th and 18th dynasty rulers (Seqenenre Tao II, Kamose and Ahmose, Amenhotep I) and the role of the queens (Tetisheri, Ahhotep and Ahmose Nefertari) in the expulsion of the Hyksos and the establishment of the 18th dynasty, including:

  - the evidence for the quarrel between Apophis and Seqenenre Tao II; the evidence for the death and the mummification of Seqenenre Tao II

  - the wars led by Kamose against the Hyksos, including evidence from the military base at Deir el Ballas, Kamose's account of events and Kamose's burial

  - the wars led by Ahmose against the Hyksos, including evidence from the military base at Deir el Ballas, biographies of Ahmose son of Ebana and Ahmose Pennekhbet and the differing evidence for the expulsion of the Hyksos, including the archaeological evidence from Avaris and the evidence recorded by the Egyptians

  - the roles of women in the wars against the Hyksos and the establishment of the 18th dynasty, including Tetisheri, Ahhotep, and Ahmose Nefertari; the evidence from Ahhotep's coffin and grave goods; the Ahmose Karnak stele; the Ahmose Abydos Donation Stele

- religious beliefs, including the growing dominance of the god Amun; the growing prominence of Karnak Temple; the significance of the position of God's wife of Amun given to Queen Ahmose Nefertari and subsequently to other senior royals

- mortuary practices, including the significance of the foundation of Deir el Medina by Amenhotep I and his mother Ahmose Nefertari; the mummification, burials and grave goods of the royal family, their later exhumation, rewrapping and reburial in a cache at Deir el Bahari and their subsequent discovery in modern times, including their scientific analysis

- the overall change that took place to the governance of the country, the economy, and in societal values and cultural practices between the final years of the 17th dynasty and the beginnings of the 18th dynasty to the reign of Amenhotep I, including the outcomes of the scientific analysis of the gold found in Kamose's and Ahhotep's burials and evidence of the

iconography of the pharaoh, including his representation as warrior and leader and the ideology of kingship, including titles, regalia and his role in upholding ma'at

- the overall development and importance of the military in the expansion and maintenance of the Egyptian Empire, including its organisation, composition, weaponry, strategy and tactics. Sources include the evidence provided by the writings of Kamose and the military careers of **two** key individuals, Ahmose, son of Ebana, and Ahmose Pennekhbet

An overview of the reigns of Amenhotep I, Tuthmosis I and Tuthmosis II

- family trees of Amenhotep I, Tuthmosis I and Tuthmosis II

- military activities from the biographies of Ahmose, son of Ebana on the campaigns of Tuthmosis I in Nubia and in Syria-Palestine and Ahmose Pennekhbet on the campaigns of Tuthmosis I in Nubia and to Naharin in Syria-Palestine, including information from the tomb biography of Ineni referencing the military campaigns

Hatshepsut

- family tree; background and status; key events in her rise to prominence, including the significance of her position, and that of her daughter Neferure, as God's Wife of Amun

- the material evidence from Hatshepsut's buildings, inscriptions and statues for her gradual evolution from female queen to male pharaoh in full regalia, including her relationship with her father, her relationship with her husband, her relationship with her co-regent Tuthmosis III and the role of her officials in particular Senenmut

- the evidence of Hatshepsut's power and legitimacy as pharaoh from her building program, including Deir el Bahari, the Red Chapel, the transport and raising of her Karnak obelisks and Speos Artemidos

- the political and religious significance and purpose of temples, including evidence from Hatshepsut's mortuary temple regarding her claims to the kingship

- the nature of foreign policy and empire and its impact on economic development, including the logistics and outcome of Hatshepsut's Voyage to Punt; her military activities, and the significance of booty, tribute and trade, including evidence from Deir el Bahari and from the Speos Artemidos inscription

- evidence of the iconography of the pharaoh, including Hatshepsut's representation as warrior and leader and the ideology of kingship, including titles, regalia and the significance of her role in upholding ma'at

- ancient sources, including the Tomb Biography of Ineni; the inscriptions and images on the walls of the mortuary temple of Deir el Bahari; the temples of Karnak and Luxor; the Speos Artemidos, the Red Chapel at Karnak and her two Karnak obelisks

- the nature of the excavations, the research and recording work, conservation and/or restoration and protection at the Deir el Bahari temple site, including the work of Edouard Naville; Howard Carter; the Polish Centre for Mediterranean Archaeology's Mission to Deir el Bahari; the nature of the excavations, the research and recording work, conservation and/or restoration and

protection at the Karnak temple site, including the obelisks and the Red Chapel (the Chapelle Rouge) by the Centre franco-égyptien d'étude des temples de Karnak (CFEETK)

- the contribution of scholars and contemporary Egyptian and international historians to an understanding of Hatshepsut's reign, including her relationship with Tuthmosis III, her presumed death, her absence from the King Lists, the defacing of her monuments, and the questions over the location of her tomb and her body, including scientific investigations

- difficulties of interpretation of evidence by modern scholars as a result of additions and reuse by successive pharaohs, including the dismantling of monuments; 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

Tuthmosis III

- family tree; background and status; key events in Tuthmosis III's rise to prominence, including his co-regency with Hatshepsut

- the significance of conquest and expansion in Nubia and Syria-Palestine, including

    - the use of the military; the expansion and maintenance of the Egyptian Empire; the battle and siege of Megiddo under Tuthmosis III; the nature of Egyptian imperialism under Tuthmosis III, including the different imperial systems in Syria-Palestine and Nubia, including the ancient sources, the Annals of Karnak, the Gebal Barkal Stele Inscription and the Amarnt Stele from the Temple of Montu

    - the link between the military, empire and economic development, including the religious, political and economic importance of temples, the significance of booty, tribute and trade; building programs; hostage taking; diplomacy and marriage contracts, including evidence from the tombs of the three foreign wives of Tuthmosis III, the Annals of Karnak, the Botanical Garden at Karnak, Tuthmosis III's obelisks

    - evidence of the iconography of the pharaoh, including representation as warrior and leader and the ideology of kingship, including titles, regalia, and the significance of his role in upholding ma'at

- the contribution of scholars and contemporary Egyptian and international historians to an understanding of Tuthmosis III; the nature of the research and recording work; the effectiveness of the conservation and/or restoration and protection of the Theban sites; the use of traditional and scientific methods by the French Egyptian Centre for the Study of the Temples of Karnak (the CFEETK) and the Theban Mapping Project, including the scanning of the walls of his tomb by Factum Arte

OR

Elective 2 – Athens: The rise of Athens

Essential to an understanding of this period is:

The historical, geographical and political context

- the nature of power and authority in Athens in 481 BCE, including

- key political terms – demos, polis, oligarchy, democracy, ostracism, strategoi, boule, ecclesia

- key social terms – pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics

- the structure of Athenian government in 481 BCE

- the key written and archaeological sources for the period, including the writings of Thucydides, Plutarch's *Lives*, Old Oligarch, Aristotle, inscriptions (Athenian Tribute Lists), decrees, coins, ostraca, and modern interpretations

The ancient historical narrative

Increasing prestige of Athens through the Persian Wars

- Greek preparations for war, including the overall strategy of the Greek states

- the formation and composition of the Hellenic League under Spartan hegemony

- the increase of prestige of Athens throughout campaigns during the Second Persian War of 480–478 BCE, including the Battles of Thermopylae/Artemisium, Salamis, Plataea and Mycale

- the role of Themistocles and the evidence for this, including the accounts of Thucydides and Plutarch, ostraca

- the rise of Athens as a sea power, including Themistocles' use of the silver mine funds for the navy

The Delian League

- explanations for Sparta relinquishing leadership of the Greek offensive, including Thucydides' explanation (Book I, specifically Pentecontaetia)

  - the role of Pausanias

  - problems on Sparta's home front (helots, Argos, allies, political divisions)

  - Spartan fear of corruption

  - Athens seen as a capable leader and working in Sparta's interests and Sparta's unwillingness to accept the burden of war

  - claim that relations between Sparta and Athens were friendly

- the Delian League, including the aims and organisation; Athens' leadership of the league and naval superiority

Campaigns under Cimon to 461 BCE

- Thucydides' account of the campaigns (Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos) under the aegis of the Delian League (Thucydides I.98, I.101)

- the significance of Cimon's campaigns for Athenian power and benefits to the allies

- Sparta's response to the growth of Athenian power

The policy of Cimon and opposition to it

- Cimon's general foreign policy – pro-Spartan and anti-Persian, including the assistance to Sparta during the Helot revolt

- Cimon's domestic policy to preserve the status quo

- Cimon's role in the transformation of the Delian League to an Athenian Empire

- opposition to Cimon's policies, and the causal link between his policies and his ostracism

The transformation of the League to an empire

- the emergence of three classes of membership of the Delian League (autonomous ship contributors, phoros contributors and subjugated phoros contributors); use of the tribute under Cimon to benefit Athens rather than the League; allied revolts: Naxos, Thasos and Samos

- the growing influence (economic, military, political, cultural, judicial, and religious) of Athens over allies

- factors which enabled the Athenians to change their treatment of the allies, including the attitude of the allies, Sparta's attitude, Athenian naval superiority

- the issues of evidence for these changes, including Thucydides' account, Plutarch's *Pericles*, Aristotle, Old Oligarch, decrees, tribute lists, coins, pottery

- Athens' justification and motivation for the changing treatment of the allies and the reaction of the allies

Changes to Athenian domestic and foreign policy from 461 BCE

- the importance of the thetes within the navy/military as a reason for the changes to the political system

- the reforms of Ephialtes and Pericles to the Areopagus, Boule, Ecclesia and Heliaea; introduction of payment for office, extension of the system of lot and limited citizenship

- the effects of Ephialtes' and Pericles' reforms, including increased accountability and the impact they had on the development of radical democracy

- Athens' changing foreign policy (461–446 BCE), including the development of a Land Empire:

    - its alliances with Megara, Argos and Thessaly

    - events that led to Athens' defeat (reversals at Boeotia and Megara, revolt of Euboea, proximity of the Peloponnesian army)

    - the reasons for Athens' inability to hold onto the Land Empire (war on multiple fronts, resources employed in administering the Delian League, unstable alliances)

    - the Thirty Years' Peace, including the major terms, and the implications of the treaty

The policies of Pericles and the opposition

- Pericles' imperial policy, including the transfer of the treasury in 454 BCE, and including Plutarch's account of use of Delian League funds for the building program

- Pericles' political position; the opposition to his leadership and ostracism of Thucydides (son of Melesias)

- the revolt of Samos, its causes and the Athenian response

OR

Elective 3 – Rome: Decline of the Republic

Essential to an understanding of this period is:

The historical, geographical and political context

- the nature of power and authority in Rome in 133 BCE, including

    - key political terms – Senatus Populusque Romanus (SPQR), Optimates, Populares, Senatus Consultum Ultimum (SCU), novus homo, the cursus honorum and lex Villia Annalis, consuls, proconsuls, praetors, propraetors, senate, tribunate, assemblies, and extraordinary commands

    - key social terms – the patricians, equestrians (equites), plebeians, slaves, patron-client relationship

    - the political structures in Rome in 133 BCE

- key written and archaeological sources for the period, including the writings of Plutarch, Appian, Cicero, Sallust, coins, inscriptions and modern interpretations

The ancient historical narrative

The Gracchi and the changing role of the tribunate

- 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

- Tiberius' lex agraria – terms and aims; Tiberius' use of the tribunate; presentation of bill to the Concilium Plebis (Assembly) and the significance of this

- opposition – steps taken by Marcus Octavius and his supporters; Tiberius' counteractions; the removal of Octavius; the passing of Tiberius' lex agraria and the significance of this

- bequest of Attalus III of Pergamum and significance 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

- legacy of the Gracchi – the use of the tribunate; the use of violence in politics to protect the power and authority of the Senate

Marius and the rise of client armies

- key events in Marius' early career – 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

- nature and impact of Marius' military reforms, including the significance of the changes to recruitment in creating client armies and improving the effectiveness of the army

- Marius' last years in favour during the Social Wars and retirement; political violence at the end of 89 BCE; confrontation with Sulla over the Mithridatic Command; Marius' last consulship; the marches on Rome (88 and 87 BCE); use of Marius' veterans; significance of the use of the client armies

- legacy of Marius and the challenge to the power and authority of the Senate and the Roman Republic by Marius' successive consulships; the client armies and the evolving use of the tribunate; ongoing political violence

Sulla and the increasing use of violence in politics

- Sulla's early success as a general – campaigns against Jugurtha, the Germans and Cilicia; successful campaigns in southern Italy during the Social Wars

- Sulla's consulship in 88 BCE, Mithridatic Command, 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; Sulla's First March on Rome in 88 BCE; Sulpicius' death and the political consequences for the allies; the significance of the precedent set by Sulla in his use of the military as a political weapon

- 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 these events; the increasing use of violence in politics

- Sulla's aim to re-establish traditional power structures; his reforms to the tribunate and Senate, and to the cursus honorum, 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'

Pompey and extraordinary commands

- the impact of the failure of the 'Sullan Restoration', including the series of crises facing Rome during the 70s BCE; the reasons for, and nature of, the extraordinary commands of Pompey and others, including Pompey v Marians, Pompey v Lepidus, Pompey v Sertorius, Crassus v Spartacus, Pompey v Spartacus, Crassus' and Pompey's Consulship of 70 BCE

- the Lex Gabinia and the Lex Manilia and key features of the Eastern Settlement, 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; the impact of extraordinary commands on the power and authority of the Senate and the Roman Republic

Cicero and the Concordia Ordinum

- Cicero's emergence as a novus homo and election to the consulship of 63 BCE; reasons for discontent in 63 BCE, including debt and the failure of the Senate's response to previous crises

- the key events of the Catiline Conspiracy; Catiline's aims; Cicero's reaction; political violence; use of the SCU and the consequences for Cicero and the power and authority of the Senate; tensions within the Senate between the Optimates and Populares; the Concordia Ordinum

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 provisional nature of history and the value of the ancient past.

The key conceptual understandings of this unit include usefulness and reliability of sources, evidence, perspectives, interpretations, representations and reconstruction.

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 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 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/time periods, which is to be taught with the requisite historical skills described as part of this unit.

1. Egypt: From Amenhotep II to Horemheb

2. The Peloponnesian War

3. Rome: From Republic to Empire

Note: the elective offered in Unit 4 must be the same society as the Unit 3 elective. For example, Unit 3, Egypt: From Tetisheri to Tuthmosis III and Unit 4, Egypt: From Amenhotep II to Horemheb.

Elective 1 – Egypt: From Amenhotep II to Horemheb

- the key material, pictorial and written sources for the period, which are incorporated into the ancient historical narrative

The ancient historical narrative

The religious and mortuary beliefs and practices of non-royalty and royalty, and the significant cultural beliefs and practices of Egyptian society

- the nature of the Theban excavations, including the use of older and newer scientific methods; the research and recording work and the contributions of scholars, historians, archaeologists and institutions, including Melinda Hartwig and ARCE in the tomb of Menna (TT69), Nina and Norman de Garis Davies and Harry Burton and the Metropolitan Museum of Art in New York in the tomb of Rekhmire (TT100), and the work of the Italian conservators in the tomb of Nefertari (QV66), including the Theban Mapping Project

- the difficulties of interpretation owing to damage or removal of reliefs and inscriptions caused by environmental factors or human agency and the effectiveness of the protection and conservation of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66)

- the nature and significance of afterlife beliefs and practices of non-royalty and royalty, including evidence from tomb decoration, including iconic scenes and the Book of the Dead in the tomb of Menna (TT69), in the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66); the significant cultural beliefs and practices of Egyptian society as revealed through the Theban sources of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66)

- the significant afterlife and cultural beliefs and practices of Egyptian society as revealed through the evidence from Deir el Medina, including the contents of the tomb of Kha and Merit (TT8)

- the religious, political and cultural significance of the Theban Festivals throughout the 18th dynasty, including the Opet Festival and the Great Festival of the Valley

An overview of the reigns of Amenhotep II, Tuthmosis IV and Amenhotep III

- family relationships, including Queen Tiye

The Amarna period

- family background and status; key events in Amenhotep IV's rise to prominence; his crowning as pharaoh in a traditional ceremony; his use of traditional artistic representation, religious references and building material in Year 1

- his building program in Years 1–4; the changes to the artistic representation of the pharaoh and his family during Years 1–4; changes to religion and art in Years 1–4, including the evidence from the tomb of Ramose (TT55) and from Amenhotep IV/Akhenaten's temples at Karnak (the Gempaaten and the Hutbenben)

- the difficulties of the interpretation of evidence owing to additions and reuse by successive pharaohs, including damage to or removal of reliefs and inscriptions (images and written) caused by environmental factors or human agency. Problems for the interpretation of evidence include the reuse of talatat blocks in Pylons 9 and 10 by Horemheb, the burying of statues at Karnak and the modern dispersal of talatat blocks throughout the world. The contribution of scholars, historians and archaeologists using a variety of scientific methodologies to recover, record and reassemble the talatat blocks, including the work of Henri Chevrier

- the nature and impact of the Amarna revolution on

  - the governance of the state, including the change of name to Akhenaten in c. Years 5–6; the movement of the capital city to Amarna; the possible moving of the state administration from Memphis to Amarna; the moving of the religious centre and the Palace Court to Amarna

  - the economy, including the redirection of resources from the closure of the temples of Amun to Akhenaten's projects

  - architecture, including the building program at Amarna; the change in temple architecture; the layout of the city of Akhetaten, including the evidence from the Amarna workers' cemeteries

  - religion, including the impact of the new solar triad of Aten, Akhenaten and Nefertiti; the Hymns to the Aten

  - mortuary beliefs and practices, including the Amarna vision of the afterlife

- ▪ art and religion, including the portrayal of the human figure (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities)

- Akhenaten's foreign policy, including the geopolitical realities of Syria-Palestine and the changing nature of Egypt's diplomatic, economic and military relations with powers in the region, including

  - ▪ Mitanni and the Hittites, and the smaller city-states of Syria-Palestine

  - ▪ the discovery and changing interpretation of evidence from the Amarna Letters

  - ▪ the calling of the Durbar in Year 12

- the impact of the plague; the possible co-regency with Nefertiti; the question of the identity of Smenkhkare; the death of Akhenaten; the move back to Thebes, including evidence from TT54 and from grave goods in Tutankhamun's tomb

- the usefulness and reliability of the contribution of scholars, archaeologists, historians and scientists to the debate over our understanding of the Amarna period sites, material culture and human remains, and of the portrayal of the pharaoh and the Amarna royal family in reliefs and inscriptions (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities)

- the evidence provided by human remains, new scientific methodologies, and the contribution of the work of scholars, historians, scientists and archaeologists to the debate about the royal lineage and the health of New Kingdom Egyptians in this period, including Tutankhamun, Akhenaten and the Amarna royal family

- evidence of the continuation of the iconography of the pharaoh, including representation as warrior and leader; the ideology of kingship, including titles, regalia, and the significance of his role in upholding ma'at

Tutankhamun, Ay and Horemheb

- evidence provided by human remains and other sources about Tutankhamun's family background and royal lineage; the pharaonic lineage from Tutankhamun to Horemheb

- the usefulness and reliability of the portrayal of Tutankhamun and Ankhesenamun in reliefs and inscriptions; the difficulties of the interpretation of evidence owing to additions and reuse by successive pharaohs, including damage to, or removal of, reliefs and inscriptions caused by environmental factors or human agency

- the nature and significance of afterlife beliefs and mortuary practices of royalty, including evidence from burials, tomb decoration, mummification and books of the afterlife in the tomb of Tutankhamun

- the significant beliefs and cultural practices of Egyptian society as revealed by the tomb and grave goods of Tutankhamun

- the usefulness and reliability of the contribution of scholars, historians, archaeologists, institutions, new scientific methodologies and scientists to our understanding of Tutankhamun and his family, his tomb and its contents, including at least one of the following: Howard Carter and Harry Burton and their team, Nicholas Reeves, Zawi Hawass and Factum Arte

- the significance of written records as sources for the period; the usefulness, reliability and changing interpretation of ancient sources, including the Restoration Stele of Tutankhamun; evidence from the Hittite archive at Bogazkoy (Hattusa/Hattusha) in Türkiye regarding the succession to the Egyptian throne; Horemheb's Edict of Reform; and the significant omission of the Amarna kings from the King Lists

- evidence of the iconography of the pharaoh, during the reigns of Tutankhamun, Ay and Horemheb, including representation as warrior and leader; ideology of kingship, including titles, regalia, and the significance of their role in upholding ma'at

- evidence for the continuing role of the army in Egyptian society, including in the succession of Horemheb and the end of the 18th dynasty

OR

Elective 2 – The Peloponnesian War

- the key written and archaeological sources for the period, including the writings of Thucydides, Plutarch's *Lives,* Old Oligarch, Aristophanes, inscriptions, decrees and modern interpretations

The ancient historical narrative

The causes of the Peloponnesian War

- Thucydides' aitiai, including the war between Corcyra and Corinth, Megarian decree, the Potidaean revolt and complaints from Aegina

- Thucydides' prophasis – Spartan fear of the growth of Athenian power

- Thucydides' explanation of the causes of the war – different interpretations by the ancient and modern sources; long-term economic and political differences between Athens and the Peloponnesians

Peloponnesian War: the Archidamian War

- Athenian resources, aims and strategy, including Periesesthai (Pericles' speech, Thucydides, I.140–144)

- Spartan resources, aims and strategy, including liberation of the Hellenes (Corinthian speech in Thucydides, I.69–71, I.120–124)

- the course of the Archidamian War, including the Plague; the death of Pericles and change of Athenian leadership; the Mytilenean revolt; Pylos and Sphacteria; Brasidas' Thracian campaign; Amphipolis

- the role of key individuals, including Archidamus, Pericles, Cleon, Nicias and Brasidas

- Thucydides' contested views on new leadership, including the demagogues

Peloponnesian War: the Peace of Nicias

- key reasons for the signing of the Peace of Nicias as outlined by Thucydides (V.13–17); the terms of the treaty; the response of the allies; the subsequent Athenian-Spartan alliance

- reasons for the breakdown, including weaknesses of the initial agreement; changing attitudes in Sparta and Athens; the Battle of Mantinea; the restoration of Spartan supremacy in the Peloponnesian League

- resurgence of Athenian expansionism; the Melian Dialogue

- the role of key individuals, including Nicias and Alcibiades

- Thucydides' explanation for the failure of the treaty; Plutarch's account of its failure

Peloponnesian War: the Sicilian Expedition

- the reasons for the expedition of 415 BCE; aims of the expedition, including the speeches in the Athenian Assembly

- key events, including the significance of the Mutilation of the Hermae and profanation of the Mysteries; the recall of Alcibiades; the leadership problem; Spartan aid to Syracuse; the second expedition (413 BCE)

- reasons for Athens' failure, including the conflicting aims for the expedition; the significance of the recall of Alcibiades; Nicias' responsibility for the failure compared to the mismanagement of the Athenian Assembly

- Thucydides' representation of leadership and the reasons for the failure of the expedition

- consequences of the failure of the Sicilian Expedition for Athens

- the role of key individuals, including Nicias, Alcibiades and Gylippus

The final phase of the Peloponnesian War

- the key events of the Decelean/Ionian War, including the occupation of Decelea; the Oligarchic Coup; battles of Cyzicus; peace offers by Sparta and the Athenian refusals; the revolt of Ionian allies; alliances between Sparta and Persia; Battle of Notium; removal of Alcibiades; Battle of Arginusae and the trial of the generals; Battle of Aegospotami

- reasons for the defeat of Athens in 404 BCE; siege of Athens; the circumstances and terms of surrender

- Thucydides' explanation for the defeat of Athens; the role of the demos

- the role of key individuals, including Alcibiades, Lysander, Cyrus, Tissaphernes, and Pharnabazus

OR

Elective 3 – Rome: From Republic to Empire

- the 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

The ancient historical narrative

The First Triumvirate

- the formation of the so-called 'First Triumvirate'; the reasons for and aims of the 'First Triumvirate', including tensions between the Optimates and Populares; return of Pompey and his alienation; alienation of Crassus; attempts to obstruct Caesar's career

- Caesar's first consulship in 59 BCE and Caesar's response to opposition from the Optimates; 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

- Rome during Caesar's absence in Gaul: the actions of Clodius, Cicero 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 and Clodius

The Civil War

- 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

- 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

Caesar's dictatorship and assassination

- Caesar's dictatorship, including his constitutional position and his powers: the dictatorships; consulships and other offices held within the cursus honorum; his military power; control of the treasury; his privileges, including the oath taken to him

- Caesar's reform program, including the aims of Caesar's reforms (political, economic, social, military, religious) and their effectiveness

- the reasons for the assassination of Caesar; the assassination; the reliability of Plutarch's thesis that it was Caesar's wish to be king that led to his assassination; other ancient and modern interpretations

- the role of key individuals, including Caesar, Marcus Brutus, Decimus Brutus

The Second Triumvirate

- the dominance of Mark Antony after Caesar's assassination; emergence of Octavian; Battle of Mutina and its ramifications

- 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), Tarentum, Lepidus' demise

- Antony in the east – role of Cleopatra, Parthian campaign, donations of Alexandria, Antony's divorce from Octavia

- reasons for and the events of the Battle of Actium; outcome and significance of Actium

- the role of key individuals, including Antony, Octavian, Cleopatra, Agrippa, Octavia

Octavian's constitutional position after Actium

- 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; the Consolidation of 19–18 BCE and further refinements

- Augustus' constitutional position as princeps, his honours and titles; Augustus' account of his constitutional position in the Res Gestae

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement

- identifies opportunities for further learning

- connects to the standards described for the course

- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

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

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative

- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s

- Assessment should lead to informative reporting

- Assessment should lead to school-wide evaluation processes

- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Ancient History ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks

- allow for the assessment of each assessment type at least once for over the year/pair of units

- have a minimum value of 5 per cent of the total school assessment mark

- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 12

Type of assessment	Weighting
Historical inquiry Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Inquiry formats can include: research notes; graphic organisers; written report; short answers; an analysis of the sources used in the inquiry; an oral presentation; and/or a multimodal presentation. The inquiry must include a validation component that is administered under test conditions.	20%
Short answer Students respond to a series of questions that can require students to respond to stimulus and/or source material. Typically, questions require the students to: identify, define, describe, outline, summarise, compare, contrast, comment on, explain and/or consider different interpretations. Responses can require an application of evidence and historical knowledge and understandings of the individuals, groups, events, structures, institutions and/or concepts relevant to the elective studied. Short answer tasks are administered under test conditions. For a full list of verbs, see the Glossary of Key Words in the Formulation of Questions on the course page.	20%
Extended answer Students can be required to respond to one or more 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. The format can be an essay, a scaffolded extended answer, a sectionalised answer or a report. Questions can require students to respond to stimulus and/or source material. Typically, questions require the students to: explain, discuss, account for, assess, examine, analyse, and/or evaluate. Responses can require an application of evidence and historical knowledge and understandings, and/or consideration of different interpretations of the individuals, groups, events, structures, institutions and/or concepts relevant to the elective studied. Extended answer tasks are administered under test conditions. For a full list of verbs, see the Glossary of Key Words in the Formulation of Questions on the course page.	20%
Examination Typically conducted at the end of the semester and/or unit and reflecting the examination design brief for this syllabus.	40%

Teachers must 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).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Ancient History ATAR Year 12 syllabus are provided in Appendix 1. That are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at 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.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

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
Section One **Short answer – Units 3 and 4** Part A: Unit 3 25% of the total examination Four questions from a choice of five **Part B: Unit 4** 25% of the total examination Four questions from a choice of five Suggested working time: 80 minutes	The candidate answers eight questions • four questions from a choice of five from Part A which are specific to the Unit 3 elective they have studied • four questions from a choice of five from Part B which are specific to the Unit 4 elective they have studied. Questions can be in parts and can require the candidate to respond to stimulus and/or source material. Questions can require the candidate to: identify define, describe, outline, summarise, compare, contrast, comment on, and/or explain.

Section	Supporting information
Section Two **Extended answer– Units 3 and 4** **Part A: Unit 3** 25% of the total examination One question from a choice of three **Part B: Unit 4** 25% of the total examination One question from a choice of three Suggested working time: 100 minutes	The candidate answers two questions: • one question from Part A where the questions are specific to each elective from Unit 3. If appropriate, candidates can draw on Unit 4 content of the elective they have studied to respond to the question. • and • 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. The questions can be scaffolded and can require the candidate to respond to stimulus and/or source material. Questions common to two or more electives are not precluded. The questions can require the candidate to outline, explain, discuss, assess, examine, analyse and/or evaluate. • The format can be an essay, a scaffolded extended answer, or a sectionalised answer.

Appendix 1 – Grade descriptions Year 12

A	Analyses, interprets and evaluates ancient and modern sources for evidence.
	Responds to key words in research or short/extended answer tasks, effectively applying analytical skills, accurate evidence and historical understandings from appropriately acknowledged sources.
	Explains in detail the major features of the historical narrative and provides a coherent and logical structure for the argument/discussion.
	Demonstrates a comprehensive understanding of different perspectives and interpretations of ancient history.
	Uses appropriate historical terms and concepts to develop cohesive, sustained arguments.

B	Analyses and interprets ancient and modern sources for evidence.
	Responds to key words in research or short/extended answer tasks, applying detailed evidence and historical understandings from appropriately acknowledged sources.
	Explains the major features of the historical narrative and provides a coherent and logical structure for the argument/discussion.
	Demonstrates a well-developed understanding of different perspectives and interpretations of ancient history.
	Uses appropriate historical terms and concepts to develop responses which incorporate some analysis and are logical and coherent but largely narrative.

C	Begins to analyse and interpret ancient and modern sources for evidence.
	Responds to some aspects of research or short/extended answer tasks and uses mainly accurate evidence to support statements or broad generalisations through well-structured texts.
	Uses mostly relevant historical terms and concepts to develop a response.
	Demonstrates a general understanding of different perspectives and interpretations of ancient history.
	Describes the major features of the historical narrative, providing a structure for the argument/discussion.

D	Makes an attempt to analyse ancient and/or modern sources for evidence.
	Attempts to respond to aspects of research or short/extended answer tasks; displays limited use of evidence.
	Demonstrates minimal understanding of perspectives and interpretations of ancient history.
	Identifies some features of the historical narrative.

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

These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

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.

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.