



SAMPLE COURSE OUTLINE

ANCIENT HISTORY (ROME)

ATAR YEAR 12

Acknowledgement of Country

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Sample course outline

Ancient History (Rome) – ATAR Year 12

Semester 1 – Unit 3 – Power and authority

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

Week	Syllabus content	Suggested teaching points
1–2	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>Essential to an understanding of this period is:</p> <p>The historical, geographical and political context</p> <ul style="list-style-type: none"> the nature of power and authority in Rome in 133 BCE, including <ul style="list-style-type: none"> 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 and 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 	<ul style="list-style-type: none"> Contextualise the Late Roman Republic using a timeline from the foundation of Rome to Imperial Rome. Examine the geographic extent of the Roman Republic including the expansion of Rome to 133 BCE. Analyse the political and social impacts of the Roman expansion from 509–133 BCE. Begin a glossary of key terms, including the political and social terms listed in the syllabus points. Examine the nature of power and authority in the Late Roman Republic by identifying political, military, religious, cultural and economic structures and institutions. Create a summary overview of the key written sources of the period, including notes on the dates, texts, perspective and contribution of each author. Identify the strengths and limitations of ancient coins and inscriptions as evidence for the period. <p>Task 1: Part A – Historical inquiry (issue) (Week 2)</p>
3–5	<p>The ancient historical narrative</p> <p>The Gracchi and the changing role of the tribunate</p> <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Outline the challenges facing the Roman Republic in 133 BCE. Account for the reforms of Tiberius Gracchus. Explain how the provisions of the lex agraria attempted to address the challenges of 133 BCE. Assess the impact of Gaius Gracchus’ reforms, which were designed to improve the lives of plebeians and challenge the power and authority of the Senate. Evaluate the methods used by the Senate to oppose the Gracchi. Analyse the changing role of the tribunate during the period of the Gracchi. Assess the extent of the impact of the Gracchan reforms on the power and authority of the Senate.

Week	Syllabus content	Suggested teaching points
	<p>the passing of Tiberius' lex agraria and the significance of this</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Analyse the impact of organised violence as a political tool in the Late Roman Republic. • Investigate ancient sources on the Gracchi and the changing role of the tribunate, including Plutarch and Appian. • Evaluate different perspectives and interpretations of the Gracchi and the changing role of the tribunate. <p>Task 1: Part A – Historical inquiry (submit) (Week 5)</p> <p>Task 1: Part B – In-class validation extended answer (Week 5)</p>
6–8	<p>Marius and the rise of client armies</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Examine ancient source evidence for the early life of Marius, including his rise from novus homo to consul in 107 BCE. • Examine the military career of Marius, including his commands and his reforms to the Roman military. • Assess the social, political and military impact of Marius' military reforms. • Explain how and why the so-called client armies emerged as a result of Marius' reforms. • Account for Marius' successive consulships. • Examine changes to the tribunate and the Senate during Marius' lifetime. • Assess the extent of the impacts of Marius' career and reforms on the political stability of the Roman Republic, including the use of client armies and political violence. <p>Task 2: Extended answer (Week 8)</p>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> • 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 	
9–10	<p>Sulla and the increasing use of violence in politics</p> <ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • Examine ancient source evidence for the life of Sulla. • Explain Sulla's election as consul and appointment to the Mithridatic Command in the context of Marius' career. • Explain the role of client armies in the career of Sulla with reference to his military actions within and beyond Rome. • Analyse the Sullan reforms and their effectiveness. • Assess the extent to which the 'Sullan Restoration' was effective in restoring the traditional power and authority of the Senate. • Examine the increasing use of violence as a political tool across the period, up to and including Sulla's marches on Rome and proscriptions. • Assess the extent to which Sulla's marches on Rome were an inevitable continuation of political violence in the Late Republic.

Week	Syllabus content	Suggested teaching points
11–13	<p>Pompey and extraordinary commands</p> <ul style="list-style-type: none"> 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 <p>Cicero and the Concordia Ordinum</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Examine ancient source evidence for the life of Pompey. Analyse the role of the extraordinary commands in Pompey’s career. Analyse the military impacts of the extraordinary commands on Rome, including the military gains achieved for Rome by Pompey. Analyse the changing power and authority of the Senate and tribunate as evidenced in the granting of extraordinary commands. Examine the Lex Gabinia and Lex Manilia in detail with reference to ancient sources. Examine Cicero’s emergence as a novus homo and election to the consulship of 63 BCE. Examine the reasons for discontent in 63 BCE, the Senate’s response to previous crises and how these factors link to the Catiline Conspiracy. Outline the key events of the Catiline Conspiracy; Catiline’s aims and Cicero’s reaction. Examine the use of political violence and the SCU and the consequences this had for Cicero and for the Senate. Examine the tensions between the Optimates and Populares of the Senate and Cicero’s political ideal of a Concordia Ordinum (Concord of the Orders). <p>Task 3: Short answer (Week 11)</p>
14		Unit 3 revision
15		Task 4: Semester 1 examination (Unit 3)

Historical Skills

Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

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

Historical questions and research

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

Analysis and use of sources

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

Perspectives and interpretations

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

Explanation and communication

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

Semester 2 – Unit 4 – Reconstructing the Ancient World

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

Week	Syllabus content	Suggested teaching points
1–4	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <ul style="list-style-type: none"> 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 <p>The ancient historical narrative</p> <p>The First Triumvirate</p> <ul style="list-style-type: none"> the formation of the so-called 'First Triumvirate'; the reasons for and aims of the 'First Triumvirate', 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 	<ul style="list-style-type: none"> Review the written and archaeological sources for the period. Identify sources specific to Unit 4 and create a summary overview of the key written sources for the period, including notes on the dates, texts, perspective and contribution of each author. Identify the strengths and limitations of ancient coins and inscriptions as evidence for the period. Investigate ancient source evidence for the lives of Pompey, Caesar and Crassus. Identify strengths and limitations of ancient evidence for this secret alliance. Describe the background and position of each of the triumvirs before the formation of the triumvirate. Analyse the reasons for the formation of the 'First Triumvirate', including the role of the Senate. Examine the motives, aims/reasons and actions of each of the triumvirs at the commencement of the triumvirate. Examine Caesar's consulship of 59 BCE and assess the impact on the triumvirate. Outline Caesar's political and military career, including his Gallic command. Outline the contribution of Caesar's writing on the Gallic command to our understanding of the period. Account for the tensions within the 'First Triumvirate'. Describe the attempts to resolve the tensions in the triumvirate, including the agreements made at the Conference of Luca and its outcomes. Assess the roles of Cicero, Clodius and Milo during the period of the 'First Triumvirate'. <p>Task 5: Part A – Historical inquiry (issue) (Week 1)</p> <p>Task 5: Part A – Historical inquiry (submit) (Week 4)</p> <p>Task 1: Part B – In-class validation extended answer (Week 4)</p>

Week	Syllabus content	Suggested teaching points
5-6	<p>The Civil War</p> <ul style="list-style-type: none"> the reasons for the Civil War, including the role of the Senate, attitudes of Pompey and Caesar, relative responsibility for the outbreak of Civil War 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 and Cato 	<ul style="list-style-type: none"> Examine ancient source evidence for the war, including Caesar's own writings. Outline the strengths and limitations of Caesar as a source for the period. Debate the reasons for the Civil War and evaluate the relative responsibility of the Senate, Pompey and Caesar for the Civil War. Examine events up to 49 BCE, noting the actions of Caesar, Pompey and the Optimates. Outline the strengths and relative advantages of each side. Outline the actions and outcomes of the battles of Pharsalus, Thapsus and Munda. Analyse the reasons for Caesar's victory.
7-8	<p>Caesar's dictatorship and assassination</p> <ul style="list-style-type: none"> Caesar's dictatorship, including his constitutional position and his powers: the dictatorships; consulships and other offices held within the <i>cursus honorum</i>; his military power; control of the treasury; his privileges, including the oath taken to him Caesar's reform program, including the aims of Caesar's reforms (political, economic, social, military and 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 and Decimus Brutus 	<ul style="list-style-type: none"> Analyse the factional rivalry between the Optimates and Populares in the Senate. Explain the support for and opposition to Caesar in the Senate. Analyse the extent of Caesar's power and authority in Rome at the conclusion of the Civil War. Examine a range of ancient sources on Caesar's dictatorship and assassination, identifying inconsistencies in the evidence. Examine a range of modern interpretations of Caesar's dictatorship and assassination. Analyse different interpretations of the role of Caesar, Marcus Brutus, Decimus Brutus. Debate the reliability and usefulness of the interpretations and representations of Caesar's assassination. <p>Task 6: Extended answer (Week 8)</p>
9-11	<p>The Second Triumvirate</p> <ul style="list-style-type: none"> 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' (<i>Lex Titia</i>); 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 (<i>Sextus Pompeius</i>), Tarentum and Lepidus' demise 	<ul style="list-style-type: none"> Outline the role of archaeological evidence in building our understanding of this period, including coins, statues and inscriptions. Explain the immediate actions taken after Caesar's death by Republicans and Caesarians. Outline the short-term actions, aims and methods of Octavian on his arrival in Rome. Describe the formation, aims and methods of the Second Triumvirate.

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> • 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 and Agrippa, Octavia 	<ul style="list-style-type: none"> • Identify sources of tensions and rivalries within the Second Triumvirate and evaluate the attempts to resolve these. • Explain the reasons for the breakdown of the Second Triumvirate. • Examine the political role and impact of marriages and divorces with reference to Octavia and Cleopatra. • Explain the political impact of the donations of Alexandria. • Examine reasons/justifications for the Battle of Actium and outline the events of the Battle. • Identify the outcomes of the Battle of Actium and the significance for Octavian and Rome. • Analyse different interpretations of the role of Octavian, Mark Antony, Cleopatra, Agrippa and Octavia. <p>Task 7: Short answer (Week 11)</p>
12-13	<p>Octavian’s constitutional position after Actium</p> <ul style="list-style-type: none"> • Octavian’s return and the restoration of confidence • the steps taken by Octavian to settle the issue of his constitutional position, including the First Settlement of 27 BCE: ‘restoration of the Republic’; the military power of Augustus; the Second Settlement of 23 BCE: tribunicia potestas; maius imperium; 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 	<ul style="list-style-type: none"> • Outline the source evidence for the dominance of Octavian after the battle of Actium and identify issues of evidence for the period. • Explain methods used by Octavian to restore confidence in Rome. • Analyse the constitutional position of Octavian/Augustus, including the Settlements, his military power and his use of tribunicia potestas and maius imperium. • Assess the aims and outcomes of the First and Second Settlements. • Examine different interpretations of Augustus and his constitutional position as princeps and his honours and titles. • Assess the reliability and usefulness of the ancient sources from Augustus’ early reign as princeps.
14		Unit 3 and Unit 4 revision
15		Task 8: Semester 2 examination (Unit 3 and Unit 4)

Historical Skills

Historical Skills

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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