



SAMPLE COURSE OUTLINE

ANCIENT HISTORY ATAR YEAR 12

UNIT 3 – ELECTIVE 3: ROME 133–63 BC
UNIT 4 – ELECTIVE 3: ROME 63 BC–AD 14

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Sample course outline

Ancient History – ATAR Year 12

Semester 1 – Unit 3 – People, power and authority

This outline is based on Elective 3: Rome 133–63 BC

Week	Syllabus content
1–3	<p>Part A</p> <p>Background for the period</p> <ul style="list-style-type: none"> • the historical and geographical context, including the location of Rome and the geographical extent and expansion of Roman territory, and neighbouring kingdoms and societies • the nature of power and authority in Rome in 133 BC, including: <ul style="list-style-type: none"> ▪ the social structures of Roman society (the nobility, equestrians, slaves, freedmen, <i>socii</i>, patron-client relations and family structures) ▪ the distinction between citizens and non-citizens ▪ the political structures (the Republic/<i>Senatus Populusque Romanus</i> [SPQR]), consuls, senate, tribunate, assemblies and provincial administration) ▪ the economy (agriculture, the land tenure system, trade, slavery, provinces and taxation) ▪ the military organisation ▪ religious practices (omens, oracles, religious festivals, triumphs and games) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts <p>Power and authority – change and development</p> <p>The Gracchi</p> <ul style="list-style-type: none"> • the problems confronting Rome in 133 BC; reasons for the reforms of Tiberius and Gaius Gracchus • the traditional roles and powers of the tribunate • the <i>lex agraria</i> • the reforms of Gaius Gracchus • the methods used by the Gracchi • the political, economic and social impact of the reforms • the challenge to the power and authority of the Senate <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 1: Essay (Week 3)</p>
4–5	<p>Marius’ First – Sixth consulships</p> <ul style="list-style-type: none"> • Marius’ First – Sixth consulships, the reasons for these consulships, the commands against Jugurtha, the Teutones and Cimbri • Marius’ military reforms • the role of tribunes • the rise of client armies and the tribunate • the challenge to the power and authority of the Senate and the Roman Republic <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 2: Source analysis (Week 5)</p>

Week	Syllabus content
6	<p>Italian/Social Wars</p> <ul style="list-style-type: none"> the origins, key events and individuals of the Italian/Social Wars and the subsequent changes to citizenship <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations
7–8	<p>Sulla’s consulship to the ‘Sullan Restoration’</p> <ul style="list-style-type: none"> Sulla’s consulship; Mithridatic command; First March on Rome; overview of the Mithridatic War and the consequences Sulla’s Second March on Rome and the Civil War; Sulla’s dictatorship the effectiveness of the so-called ‘Sullan Restoration’, including the reforms to the tribunate and Senate significance of the increasing use of violence and the military as political weapons <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations explanation and communication <p>Task 3: Essay (Week 8)</p>
9–10	<p>Extraordinary commands of Pompey to 63 BC</p> <ul style="list-style-type: none"> the reasons for, and nature of, the extraordinary commands of Pompey up to 63 BC and their impact on the power and authority of the Roman Republic/<i>SPQR</i>, including: <ul style="list-style-type: none"> the commands against Lepidus, Sertorius and Spartacus the <i>lex Gabinia</i> and <i>lex Manilia</i> the role of the tribunate <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations <p>Task 4: Short answer (Week 10)</p>
11	<p>Cicero’s consulship</p> <ul style="list-style-type: none"> Cicero’s consulship the key events and outcome of the Catiline Conspiracy the <i>Concordia Ordinum</i> <p>Violence in Roman politics</p> <ul style="list-style-type: none"> the role and impact of violence in Roman politics, including: <ul style="list-style-type: none"> the use of the <i>Senatus Consultum Ultimum</i> Civil War the use of client armies the role of the tribunate <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts historical questions and research analysis and use of sources perspectives and interpretations explanation and communication <p>Task 5 Part A: Historical inquiry (begin Week 11)</p>

Week	Syllabus content
12–14	<p>Part B: Individuals</p> <p>Students investigate the life of one individual from the society they study (Tiberius Gracchus, Gaius Gracchus, Marius, Sulla, or Pompey). Students apply the requisite historical skills described as part of this unit, while investigating the following about the individual:</p> <ul style="list-style-type: none"> • the background and rise to prominence of the individual, including: <ul style="list-style-type: none"> ▪ family background and status ▪ key events in his/her rise to prominence ▪ significant influences on early development • the career of the individual, including: <ul style="list-style-type: none"> ▪ change of role, position, status over time ▪ possible motivations for actions ▪ methods used to achieve aims ▪ relationships with groups and other individuals ▪ significant events in the career of the individual ▪ manner and impact of death • the impact and legacy of the individual, including: <ul style="list-style-type: none"> ▪ assessment of their life and career ▪ the influence of the individual on their time ▪ their longer-term impact and legacy • changing perspectives and interpretations of the individual, including: <ul style="list-style-type: none"> ▪ depictions of the individual during his/her lifetime ▪ judgements of the individual by other individuals and groups during his/her lifetime ▪ interpretations of the individual after his/her death (in writings, images, films) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 5 Part A (submit Week 14)</p> <p>Task 5 Part B: Historical inquiry validation essay (Week 14)</p> <p>Revision (week 14)</p>
15	Task 6: Semester 1 Examination

Semester 2 – Unit 4 – Reconstructing the ancient world

This outline is based on Elective 3: Rome 63 BC–AD 14

Week	Syllabus content
1–5	<p>Students study Rome in the period 63 BC–AD 14, with particular reference to the writings of Cicero and Appian, Augustus' <i>Res Gestae</i>, and other relevant sources.</p> <p>The following needs to be developed at the appropriate points in the unit:</p> <p>The limitations, reliability and evaluation of the sources</p> <ul style="list-style-type: none"> the historical context and the influence of this on the writings of Cicero the historical context and the influence of this on the writings of Appian the nature, purpose and limitations of the writings of Cicero and Appian and of Augustus' <i>Res Gestae</i> the reliability of the writings of Cicero and Appian, and Augustus' <i>Res Gestae</i> and other sources for an understanding of the nature of Roman politics, the end of the Roman Republic, the motivations of individuals, the importance of the military, and the corruption of governing classes changing interpretations of the sources over time and their contributions to an understanding of the period <p>The geographic and historical context</p> <ul style="list-style-type: none"> the location of Rome and the geographical extent of Roman territory; and neighbouring kingdoms and societies an overview of Rome in 63 BC, including the social structure of Roman society; political structures; the economy; military organisation (client armies); religious practices; and culture <p>The nature and range of sources for the period and identification of key issues related to the investigation of the sources</p> <ul style="list-style-type: none"> the key archaeological and written sources for the period, including the writings of Appian, Cicero, Caesar, Sallust, Suetonius, Plutarch, and Augustus' <i>Res Gestae</i>; the <i>Ara Pacis</i>; temples, Roman imperial sculpture, reliefs; and coinage the nature of Cicero's, Appian's and Augustus' texts and techniques issues arising from the incomplete nature of the evidence for the time period and the reliance on Cicero, Appian and Augustus <p>The historical period</p> <p>The 'First Triumvirate' and the Civil War</p> <ul style="list-style-type: none"> the formation of the so-called 'First Triumvirate' of Caesar, Crassus and Pompey, including: <ul style="list-style-type: none"> tensions between the <i>optimates</i> and <i>populares</i> Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command the actions of Clodius and Cicero, the reasons for and results of the Conference of Luca, the reasons for the breakdown of the 'First Triumvirate' the key events of the Civil War, including Caesar versus Pompey and the <i>optimates</i>, the battles of Pharsalus, Thapsus, and Munda <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts historical questions and research analysis and use of sources perspectives and interpretations explanation and communication <p>Task 7: Short answer (Week 3)</p> <p>Task 8 Part A: Historical inquiry (begin Week 4)</p>

Week	Syllabus content
6–10	<p>Caesar’s dictatorship and death</p> <ul style="list-style-type: none"> • Caesar’s dictatorship, including his constitutional position and reform program • the assassination of Caesar and the consequences <p>The ‘Second Triumvirate’</p> <ul style="list-style-type: none"> • the formation of the so-called ‘Second Triumvirate’ of Mark Antony, Lepidus and Octavian • the tensions and rivalry between Octavian and Mark Antony • the breakdown of the ‘Second Triumvirate’ • Cleopatra • the significance of the Battle of Actium <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 8 Part A (submit Week 6) Task 8 Part B: Historical inquiry validation essay (Week 6) Task 9: Source analysis (Week 10)</p>
11–14	<p>Augustus</p> <ul style="list-style-type: none"> • Octavian’s constitutional position after Actium • the purpose and nature of the First and Second Settlements of Augustus, subsequent developments, and their impact in consolidating his authority • the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic • violence in Roman politics, including the use of client armies and civil war • the contribution of the sources to an understanding of the motivation of key individuals, including Pompey, Caesar, Mark Antony and Octavian/Augustus • the significance of the sources for understanding the decline of the Senate, the fall of the Republic, and the use of violence in Roman politics <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 10: Essay (Week 13) Revision (Week 14)</p>
15	<p>Task 11: Semester 2 Examination</p>

Historical Skills

The following skills will be developed during the year.

Chronology, terms and concepts

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

Historical questions and research

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

Analysis and use of sources

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

Perspectives and interpretations

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

Explanation and communication

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