ANCIENT HISTORY

ATAR course

Year 11 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Ancient societies

This unit examines how people lived in the ancient world through a study of the social, political, economic, military and religious institutions and structures of **one** ancient society and the significant features of the society, such as slavery; technology and engineering; religious beliefs, rituals and funerary practices and weapons and warfare within the context of the ancient historical narrative.

Unit 2 – Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world, including authentication and reliability. The unit involves an investigation of the evidence for individuals, events, changes and/or developments and how they have been interpreted and represented.

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/s.

In Unit 1 there are four electives, each of which focuses on a particular ancient society.

In Unit 2 there are four electives, each of which focuses on the remaining evidence of the ancient past and issues related to evidence, including authentication and reliability.

Both Unit 1 and Unit 2 include a focus on key concepts that define the discipline of history, such as evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations and representations.

Note: the society/time period studied must not be the same as that planned for Year 12 (Unit 3 or Unit 4).

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 skill 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 skill 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.

Progression from the Years 7–10 curriculum

This syllabus continues to develop student learning in history through the same strands used in the Years 7–10 Humanities and Social Sciences (HASS): History curriculum, although the Historical Knowledge and Understanding strand includes a wider range of concepts and contexts for historical study. It continues to provide opportunities to study world history in the ancient period in more depth. This includes contexts related to Egypt, the Near East, Greece, Rome and Asia.

This syllabus also continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources and historical interpretation.

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 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 Aboriginal and Torres Strait Islander histories and cultures priority is addressed in the Ancient History ATAR course through the opportunity to investigate sites of significance to Aboriginal and Torres Strait Islander Peoples, and the preservation and conservation of those sites. Students develop skills to engage with relevant issues.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia is addressed in the Ancient History ATAR course through the opportunity to study Asian societies in the ancient period through the study of physical remains, the nature of sources, and the beliefs and practices of Asian societies. The subject also includes the role of individuals in society, and key developments in particular historical periods to develop an understanding of Asian societies in ancient times.

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 1 – Ancient societies

Unit description

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political, economic, military and religious institutions and structures of **one** ancient society. A focus of the unit is the ancient historical narrative which places this society in context and highlights the key individuals, events, changes and/or developments that define this time period. Students also study significant features of the society and how they relate to the institutions, structures and historical narrative studied.

This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Years 7–10 Humanities and Social Sciences: History curriculum to develop an introduction to historiography.

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

Unit content

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

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

Authority-devised electives

1. Egypt: From Tetisheri to Tuthmosis III

2. Athens: The rise of Athens

3. Rome: Decline of the Republic

School-devised elective

4. Schools may develop their own elective, using the set framework; however, this will need to be approved by the Authority **at least three months** prior to the commencement of teaching. The process for elective approval is available on the Ancient History ATAR course page.

Note: the society/time period studied must not be the same as that planned for Year 12 (Unit 3 or Unit 4).

For the chosen elective students will investigate the following, using a set framework (pages 19–22):

- the sources for the period

- the historical and geographical context

- the institutions and structures of the society

- the ancient historical narrative of the time period **(at least 70% of unit content)**

- one or more significant features as appropriate to the society.

Elective 1 – Egypt: From Tetisheri to Tuthmosis III

Nature of the society

Students investigate the nature of ancient Egyptian society, including:

Sources for the period

Key material, pictorial and written sources for the society and the time period. These sources are incorporated into the ancient historical narrative (see below).

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

The historical and geographical 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 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 institutions and structures of the society

An overview of

Social structure

- the main social hierarchies, and the role and status of the pharaoh, his family, the nobility, officials, scribes, artisans and workers

- the role and status of women

Political institutions

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

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

- the iconography of the pharaoh, including his representation as warrior and leader

- the ideology of kingship, including titles, regalia, and the concept of ma'at

Economic activities

- the economic importance of the inundation of the Nile

- the nature and importance of economic activities, including agriculture, industry, commerce, trade and building programs

The military

- the organisation, composition, weaponry, armour and role of the military

- the use of foreign mercenaries

- strategies and tactics

Religious organisation

- the pharaoh as a divine ruler, his relationship with the gods, and the significance of ma'at

- an overview of the Egyptian pantheon

- an overview of religious beliefs and practices

- an overview of mortuary beliefs and practices

The ancient historical narrative (at least 70% of unit content)

Change: the Wars against the Hyksos, the reunification of Egypt under Theban Leadership and the establishment of the 18th Dynasty

- family trees of Tetisheri and Amenhotep I

- quarrel between Apophis and Sequenenre Tao II; the death and mummification of Sequenenre Tao II

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

- the wars led by Ahmose against the Hyksos, including the military base at Deir el Ballas, the biographies of Ahmose Pennekhbet and Ahmose son of Ebana, the different versions of the expulsion of the Hyksos

- the roles of women in the wars against the Hyksos and the establishment of 18th Dynasty, including Tetisheri, Ahhotep and Ahmose Nefertari. The status/significance of Ahmose Nefertari as the first recorded holder of the title God's Wife of Amun

- the overall change that took place to the governance of the country, the military, 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

- the reliability and usefulness of different ancient and modern sources

Individual: Hatshepsut

- family tree, background and status as the daughter and wife of a pharaoh, mother of the pharaoh's daughter, stepmother/aunt to the crown prince, her position as God's Wife of Amun, her position after the death of her husband

- Hatshepsut's gradual evolution from female regent to male pharaoh in full regalia and the changes in her titles, including evidence from her temple at Deir el Bahari and the Red Chapel at Karnak

- Hatshepsut's exercise of power as evidence for her legitimacy as pharaoh, including the evidence from the building of her temple at Deir el Bahari and the Red Chapel, the transport and raising of

her Karnak Obelisks and the building of the Speos Artemidos, including evidence from the tomb biography of Ineni

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

- Hatshepsut's political administration and governance, including support from her advisors and officials, such as Senenmut; her relationship with her co-regent Tuthmosis III; her use of the iconography of the pharaoh and the ideology of kingship

- the difficulties encountered by modern experts in interpreting the evidence for Hatshepsut, her activities and her relationship with Tuthmosis III, 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, and/or human agency, including defacement, reuse, or hiding of materials

- the changing nature of the interpretation of evidence by modern experts regarding Hatshepsut, as a result of advances in science and changes in societal attitudes, including the controversy surrounding her relationship with Tuthmosis III, the desecration of her monuments and her absence from the King Lists

- the contribution of modern experts and institutions to an understanding of Hatshepsut and her accomplishments, including at least one of the following: Edouard Naville, Howard Carter, the Polish Centre for Mediterranean Archaeology at Deir el Bahari; the work of Centre franco-égyptien d'étude des temples de Karnak (CFEETK) at Karnak and/or the Theban Mapping Project

Individual: Tuthmosis III

- family tree, background and status

- Tuthmosis' military activities in Nubia and in Syria-Palestine, including the battle and siege of Megiddo, and the nature of Egyptian imperialism under his leadership, including two different imperial systems followed in Nubia and in Syria-Palestine

- the economic and military status of Egypt, including the wealth that derived from military activities including booty and tribute; Egypt's involvement in international trade; hostage taking, diplomacy and marriage contracts, including the tombs of the three foreign wives of Tuthmosis III; building programs and inscriptions (words and images), including Karnak and his obelisks; ancient sources, including at least one of: the Annals of Karnak, the botanical Garden at Karnak, the Gebel Barkal Stele, and/or the Amarnt Stele from the Temple of Montu

- afterlife beliefs and their significance, religious beliefs and practices, and mortuary beliefs and practices of royalty, including evidence from at least one of the following: the mummification and burial of Tuthmosis III, his reburial in the Deir el Bahari cache; his discovery and subsequent investigations in modern times; his tomb and its decoration with the Amduat and/or the Litany of Re

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

- the contribution of modern experts and institutions to an understanding of Tuthmosis III, including at least one of the following: French-Egyptian Centre for the Study of the Temples of Karnak, the Theban Mapping Project or Factum Arte.

Significant features

Students study at least one of the following significant features, as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative. For details, see the framework (pages 19–22).

- Art and architecture

- Weapons and warfare

- Technology and engineering

- The family and daily life

- Religious beliefs and practices, and funerary beliefs and practices

OR

Elective 2 – Athens: The rise of Athens

Nature of the society

Students investigate the nature of ancient Athenian society, including:

Sources for the period

Key written and archaeological sources for the period, including the writings of Thucydides, Plutarch's *Lives*, inscriptions (Athenian Tribute Lists), ostraca and modern interpretations. These sources are incorporated into the ancient historical narrative (see below).

The historical and geographical context

- an overview of the broader historical context for Athens

- the location of Athens and neighbouring Greek city-states

- the geographical extent and expansion of the Athenian Empire

- the location of Persia and the geographical extent of the Persian Empire

The institutions and structures of the society

An overview of

Social structure

- the main social hierarchies and their status: pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics

- the role and status of women

Political institutions

- the key features of political organisation, including Areopagus, Boule, Ecclesia, Heliaea, strategoi

- key political terms, including demos, polis, oligarchy, democracy, ostracism

Economic activities

- phoros, tribute, trade

- payment for participation in public services/offices

- building program

Military organisation

- the key features of the military at the time of the Persian War, including

  - the Athenian navy and the Spartan army

  - the role and function of the military in the society

Religious organisation

- omens, oracles, religious festivals

The ancient historical narrative (at least 70% of unit content)

Individual: Themistocles and increasing prestige of Athens through the Persian Wars

- the Battle of Marathon and the reasons for Athens' victory

- Greek preparations for war, including the overall strategy of the Greek states and terms agreed at the Congress of the Isthmus of Corinth

- 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 and Salamis

- 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 silver mine funds for the navy

Change: the Delian League

- explanations for Sparta relinquishing leadership of the Greek offensive, including Thucydides' explanation

  - 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

  - Sparta's unwillingness to accept the burden of war

  - the claim that relations between Sparta and Athens were friendly

- the Delian League, including the aims, oath, organisation (two classes of allies: autonomous ship contributors and autonomous phoros contributors); Athens' leadership and naval superiority

Individuals: 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), including a consideration of the manipulation of the aims over time

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

- evidence of Sparta's response to the growth of Athenian power

Individuals: 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 at Mt Ithome

- 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

Change: the transformation of the League to an empire

- the emergence of three classes of membership of the Delian League (autonomous ship contributors, autonomous phoros contributors and subjugated phoros contributors); use of the tribute under Cimon to benefit Athens rather than the League and 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 as a reason for the changes to the political system

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

  - its alliances with Megara, Argos and Thessaly

  - evidence of a Land Empire, including fortification of Pagaea, campaigns in the Peloponnese, capture of Oenophyta

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

  - the reasons for Athens' inability to hold onto the Land Empire, including 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

Individuals: the policies of Pericles and the opposition

- Pericles' imperial policy, including the transfer of the treasury in 454 BCE; cleruchy policy

- 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

Significant features

Students study at least one of the following significant features, as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative. For details, see the framework (pages 19–22).

- Art and architecture

- Weapons and warfare

- Technology and engineering

- The family and daily life

- Religious beliefs and practices, and funerary beliefs and practices

OR

Elective 3 – Rome: Decline of the Republic

Nature of the society

Students investigate the nature of ancient Roman society, including:

Sources for the period

Key written and archaeological sources for the period, including the writings of Plutarch, Appian, Cicero, coins and inscriptions and modern interpretations. These sources are incorporated into the ancient historical narrative (see below).

The historical and geographical context

- an overview of the broader historical context for Rome

- the location of Rome and the geographical extent and expansion of Roman territory

- the location of neighbouring kingdoms and societies

The institutions and structures of the society

An overview of

Social structure

- the main social hierarchies and the role and status of the patricians, equestrians (equites), plebeians, slaves and the patron-client relationship

- the role and status of women

Political institutions

- the key features of political organisation, including dual consulship, senate, tribunate, assemblies, proconsuls, praetors, propraetors, Optimates, Populares

- key political terms, including Senatus Populusque Romanus (SPQR), Senatus Consultum Ultimum (SCU), novus homo, the cursus honorum and Lex Villia Annalis, extraordinary commands

Economic activities

- agriculture, the land tenure system

- trade, provinces and taxation

- slavery

Military organisation

- the key features of the military, including

  - the composition and role of armies

  - weaponry and the conditions of service

  - the role and function of the military in the society

Religious organisation

- omens, oracles, religious festivals

- triumphs and games

The ancient historical narrative (at least 70% of unit content)

Individuals: the Gracchi and Change: the changing role of the tribunate

- overview of the reasons for the land reforms of Tiberius Gracchus, including problems with recruitment of the army, widespread poverty, unemployment and dispossession among lower class Roman citizens, the impact of increases in slave labour and the growth of latifundia

- purpose of Tiberius' lex agraria – terms and aims

- Tiberius' use of the tribunate; presentation of bill to the Concilium Plebis (Assembly)

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

- consequences of Tiberius' proposals regarding use of funds from the treasury; Tiberius stands for re-election as a tribune; significance and reaction to this attempt to extend the traditional roles and powers of the tribunate

- manner and impact of Tiberius' death; the introduction of violence in Roman politics and the discussion around the SCU

- the reasons for the reforms of Gaius Gracchus, including to avenge the death of Tiberius, to develop Tiberius' reforms, to challenge the power and authority of the Senate, to deal with the Italian allies

- the reforms of Gaius Gracchus; political conflict: steps taken to block Gaius Gracchus' actions; opposition to his re-election to the tribunate; the use of the SCU and the death of Gaius Gracchus

Individual: Marius and Change: the rise of client armies

- key events in Marius' early career, including status as novus homo; support from the equites; campaign against Metellus; first consulship in 107 BCE; appointment to the command against Jugurtha through popular support and the support of the tribunes in Rome; victory against Jugurtha in 105 BCE

- Marius' successive consulships (107, 104–100 BCE); the reasons for these consulships, including the threat from Jugurtha and the Germanic tribes and the political and military impact of these consulships

- features and impact of Marius' military reforms

  - changes to training and discipline, equipment, recruitment, organisation

  - the use of military symbols (Standards and Eagles)

  - the significance of the changes to recruitment in creating client armies and improving the effectiveness of the army

Individual: Sulla and Change: the increasing use of violence in politics

- an overview of Sulla's early career, including campaigns against Jugurtha, the Germans and Cilicia; successful campaigns in southern Italy during the Social Wars

- Sulla's consulship in 88 BCE, Mithridatic Command, Marius' initial 'retirement' in c. 99 BCE; confrontation between Marius and Sulla over the Mithridatic Command in 89 BCE; transfer of the command to Marius by the Assembly; the role of the tribunate in interfering with the Senate's right to appoint military commands; Marius' last consulship; marches on Rome by Sulla and Marius (88 and 87 BCE); the importance of the introduction and use of violence for political reasons through the use of Marius' veterans and Sulla's legions

- events upon Sulla's return after the defeat of Mithridates; Sulla's Second March on Rome and conflict with his rivals in the Senate

- Sulla's dictatorship; the proscriptions and the short- and long-term consequences of 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'

Individual: Pompey and Change: Extraordinary commands

- an overview of key events in Pompey's early career: his commands against the Marians, Lepidus and Sertorius, the revolt of Spartacus and Pompey's role, his consulship of 70 BCE

- the Lex Gabinia and the Lex Manilia, including the reasons for the commands, the main terms, the response of the Senate and the role of the tribunate

- the importance of extraordinary commands to the career of Pompey; impact of extraordinary commands on the power and authority of the Senate and the Roman Republic

Significant features

Students study at least one of the following significant features, as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative. For details, see the framework (pages 19–22).

- Slavery

- Art and architecture

- Weapons and warfare

- Technology and engineering

- The family and daily life

- Religious beliefs and practices, and funerary beliefs and practices

OR

Elective 4 – School-devised elective (framework)

This elective must follow the framework below.

Nature of the society

Students investigate the nature of the ancient society, including

Key sources for the period

Key written and archaeological sources for the society and time period. These need to be listed here or incorporated at appropriate points in the ancient historical narrative.

The historical and geographical context

- an overview of the broader historical context for the society

- the geographic location, including the nature of the environment and its influence on the society

The institutions and structures of the society

Social structure

- the main social hierarchies; for example, elites, workers, slaves, ethnic groups and foreigners (where applicable)

- the role and status of women

Political institutions

- the key features of political organisation; for example, monarchy, kingship, tyranny, republic, democracy

- the role and function of key political institutions, political positions and bureaucratic structures

- the key legal structures

Economic activities

- the nature and importance of economic activity; for example, agriculture, commerce, industry, trade and building programs

- the organisation of free and indentured labour

- economic exchange; for example, tribute, taxation and coinage

Military organisation

- the key features of the military; for example, organisation, weaponry and tactics

- the role and function of the military in the society

Religious organisation

- the key features of religion/s; for example, beliefs, organisation and positions

- the role and function of key religious institutions and religious positions

The ancient historical narrative (at least 70% of the unit content)

- the significant events and developments of the time period; the causes of these events and developments, and their effects

- the significant features of continuity and change throughout the time period

- the key individuals in the time period

- the role of individuals in the society, their motivations and contributions

- the reasons for continuity and change in the society; for example, people's actions, events and ideas (cause and effect)

- the short- and long-term consequences of change in the society

Significant features

Students study at least one of the significant features, as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative.

Slavery

The forms of slavery and its significance, including

- the nature of the sources for slavery and evidence for the origins of slavery

- composition of slave groups, occupations (of men, women and children) and treatment

- the economic importance of slavery

- attitudes to slavery, the status of slaves and their relationship with owners

- the extent of slavery and significant events; for example, slave revolts

AND/OR

Art and architecture

The nature and significance of art and architecture, including

- the nature of the sources for art and architecture

- themes, styles and types of art

- the main features, materials, purpose and function of various forms of architecture

- the role and significance of art and architecture, public and private

- evidence for the spread of particular forms of art and architecture in the ancient society through trade, the movement of peoples and conquest

AND/OR

Weapons and warfare

The development of weaponry and methods of warfare, including

- the nature of the sources for weapons and warfare, and early evidence for military encounters

- the composition and role of armies and navies, and changes in forms of weapons and military tactics

- the life of soldiers, their training and the conditions of service

- the significance of the military

- the political, economic and social impact of warfare and conquest

AND/OR

Technology and engineering

The innovations in technology and engineering and their influence on daily life, including

- the nature of the sources for technology and engineering

- technological feats in construction materials and methods related to buildings, structures and statues

- forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation)

- the use of technology to access resources and control the environment

- the impact of technological innovations on social, economic and political development

AND/OR

The family and daily life

The role and characteristics of the family, including

- the nature of the sources for the family, and early depictions of the family (men, women and children)

- beliefs and practices that influenced family life, including the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities

- different concepts of the family, family structures and family ties, and the roles and relationships within the family, including the role and status of women

- concepts of childhood and childhood experiences, including education, rites of passage, age of maturity

- the significance of the family in social and political life

AND/OR

Religious beliefs and practices, and funerary beliefs and practices

The different religious beliefs and practices, and funerary beliefs and practices, including

- the nature of the sources for religious beliefs and practices, and funerary beliefs and practices

- the dominant religious beliefs and practices

- the influence and significance of religious beliefs and practices

- religious beliefs about death, and the concept of an afterlife

- funerary beliefs and practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and practices and social status

Unit 2 – Investigating the Ancient World

Unit description

This unit investigates how the ancient world has been represented and involves an exploration of the remaining sources and how they have been interpreted. Students will study at least one issue related to evidence, including the authentication and reliability and/or preservation and conservation of material from the ancient world. Students also study how evidence has been used in interpretations and representations of individuals, events, changes and/or developments in the context of the ancient historical narrative.

This study provides an opportunity to explore key artefacts, events and individuals of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented.

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

Unit content

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

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

Authority-devised electives

1. Egypt: From Amenhotep IV/Akhenaten to Horemheb

2. The Peloponnesian War

3. Rome: Republic to Empire

School-devised elective

4. Schools may develop their own elective, using the set framework; however, this will need to be approved by the Authority **at least three** months prior to the commencement of teaching. The process for elective approval is available on the Ancient History ATAR course page.

Note: the society/time period studied must not be the same as that planned for Year 12 (Unit 3 or Unit 4).

For the chosen elective students will investigate the following, using a set framework (page 32):

- the sources for the period

- the historical and geographical context

- the ancient historical narrative **(at least 70% of unit content)**

- issues of evidence

  - historical authentication and reliability

  - preservation, conservation, and reconstruction of ancient sites (if applicable to the elective)

Elective 1 – Egypt: From Amenhotep IV/Akhenaten to Horemheb

Sources for the period

Key material, pictorial and written sources for the society and time period. These sources are incorporated into the ancient historical narrative (see below).

Historical authentication and reliability (incorporated into the ancient historical narrative)

- how evidence from the ancient world has been lost, destroyed and rediscovered

- problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe

- methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources

- the different interpretations and representations of the period

- the reliability and usefulness of the interpretations and representations of the period

AND

Preservation, conservation, and/or reconstruction of ancient sites (incorporated into the ancient historical narrative)

- the nature of the site/s, and the condition and extent of the remains

- issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site; for example, environmental factors, war, terrorism, pillaging, poverty

- the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s

The historical and geographical context

(Covered in Unit 1, Elective 1 – Egypt: From Tetisheri to Tuthmosis III)

The ancient historical narrative (at least 70% of the unit content)

The religious and mortuary beliefs and practices of the elite

- the religious and mortuary beliefs and practices of the elite as shown in the tomb of Menna (TT69) or the tomb of Rekhmire (TT100) or another Theban elite tomb

- nature of Theban elite tombs, including their design, decoration and iconic scenes

- significant cultural beliefs and practices of Egyptian society shown in the tomb of Menna (TT69), Rekhmire (TT100) or another Theban elite tomb

- nature and significance of afterlife beliefs and practices of the elite, including layers of meaning in tomb decoration, and the use and significance of the Book of the Dead as shown in the tomb of Menna (TT69), Rekhmire (TT100) or another Theban elite tomb

- Theban Great Festival of the Valley and its role in the elite funerary cults

- use of scientific methods, research and recording by scholars, historians, archaeologists and institutions, including at least one of the following: 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, or other specialists' work in Theban elite tombs

- difficulties of interpretation caused by the damage to, or removal of, reliefs and inscriptions as a result of environmental factors or people and the effectiveness of the protection and conservation of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) or another Theban elite tomb

Amenhotep IV/Akhenaten

- family tree for 18th Dynasty

- changes in artistic representation, building program and religion from Years 1–4 of Amenhotep IV/Akhenaten's reign

- nature and impact of the Amarna revolution on

  - the governance of the state, including the change of Amenhotep IV's name to Akhenaten in c. Years 5–6; the moving 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 royal palace from Thebes to Amarna

  - architecture, including the building practices and the workforce, including the use of talatat stones; the building program at Amarna; the change in temple architecture; the layout of the city of Akhenaten, including the evidence from the Amarna workers' cemeteries

  - religion, including the relationship between the pharaoh and his family with the Aten, the new solar triad of the Aten, Akhenaten and Nefertiti, and the Hymns to the Aten

  - the economy and the probable redirection of resources from closure of the temples of Amun to Akhenaten's projects, including the extent of reliability of the evidence from Tutankhamun's Restoration Stele and Horemheb's Edict of Reform

  - art, including the representation of the human figure, the changing representation of the pharaoh and his family and the controversies surrounding Akhenaten's representation

- difficulties of 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 people. Problems for interpretation of evidence include the reuse of talatat blocks in Pylons 9 and 10 by Horemheb; the burying of statues at Karnak; the modern dispersal of talatat blocks throughout the world

- use of scientific methods and research by scholars, historians, archaeologists and institutions to recover, record and reassemble the talatat blocks, including the work of Henri Chevrier

- nature and impact of Akhenaten's foreign policy, including the changing nature of Egypt's diplomatic, economic and military relations with the great powers in the region and the smaller city-states. The discovery and changing nature of evidence from the Amarna Letters and the calling of the Durbar in Year 12 of his reign

- the impact of the plague, the status of Nefertiti; 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 contributions of at least one to our understanding of sites, material culture and human remains

Tutankhamun

- evidence provided by human remains and other sources, including the King Lists about Tutankhamun's family background and royal lineage

- the nature 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 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 people

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

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

- 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, Nicholas Reeves, Aiden Dodson, Zawi Hawass and/or Salima Ikram

- modern factors which threaten the integrity or survival of the tomb of Tutankhamun; the importance of the work of the specialists at Factum Arte, the conservationists at the Getty Institute, and the Egyptian Department of Antiquities for the continued preservation of Tutankhamun's tomb

OR

Elective 2 – The Peloponnesian War

Sources for the period

Key written and archaeological sources for the period, including the writings of Thucydides, Plutarch, Old Oligarch, Aristophanes, inscriptions and modern interpretations

Historical authentication and reliability (incorporated into the ancient historical narrative)

- how evidence from the ancient world has been lost, destroyed and rediscovered

- problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe

- methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources

- the different interpretations and representations of the period

- the reliability and usefulness of the interpretations and representations of the period

The historical and geographical context

(Covered in Unit 1, Elective 2 – Athens: The rise of Athens)

The ancient historical narrative (at least 70% of the unit content)

The causes of the Peloponnesian War

- Thucydides' aitiai (short term causes and complications), including war between Corcyra and Corinth, Megarian decree, the Potidaean revolt and complaints from Aegina

- Thucydides' prophasis (longer term problems) – Spartan fear of the growth of Athenian power (Thucydides I.23, I.88, I.118)

- 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)

- key events 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, Brasidas

- Thucydides' views on the new leadership, including the demagogues (different interpretations by the ancient and modern sources)

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 and 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, 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 (different interpretations by the ancient and modern sources)

- consequences of the failure of the Sicilian Expedition for Athens, including the creation of 10 probuli, allied revolts, occupation of Decelea

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

The final phase of the Peloponnesian War

- 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; shifting 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; the circumstances and terms of surrender

- Thucydides' explanation for the defeat of Athens; the role of the demos; the role of Persian intervention and Lysander (different interpretations by the ancient and modern sources)

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

OR

Elective 3 – Rome: Republic to Empire

Sources for the period

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

Historical authentication and reliability (incorporated into the ancient historical narrative)

- how evidence from the ancient world has been lost, destroyed and rediscovered

- problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe

- methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources

- the different interpretations and representations of the period

- the reliability and usefulness of the interpretations and representations of the period

The historical and geographical context

(Covered in Unit 1, Elective 3 – Rome: Decline of the Republic)

The ancient historical narrative (at least 70% of the unit content)

The First Triumvirate

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

- Caesar's first consulship in 59 BCE and Caesar's response to opposition from the Optimates; key aspects of his legislative program – land bill, ratification of Eastern Settlement; tax concessions; Caesar's acquisition of the Gallic Command and its importance to Caesar's political career

- Rome during Caesar's absence in Gaul: breakdown of law and order through the actions of people, such as Clodius and Milo; Cicero's exile and recall; the reasons for, and results of, the Conference of Luca; the relative positions of the triumvirs after the Conference

- The role of key individuals, including Caesar, Pompey, Crassus, Cicero, Clodius (different interpretations by the ancient and modern sources)

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 between Pompey, Caesar and the Optimates in the Senate

- relative strengths of the two sides; key events of the Civil War, including Caesar versus Pompey and the Optimates, the battles of Pharsalus, Thapsus, and Munda; the strategies used by Pompey and Caesar; reasons for Caesar's victory

- the role of key individuals, including Caesar, Pompey, Cato (different interpretations by the ancient and modern sources)

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 leadership – the aims of Caesar's reform program and its effectiveness

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

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

The Second Triumvirate

- Caesar's will and funeral rites and the response to his death (different interpretations by the ancient and modern sources)

- the dominance of Mark Antony after Caesar's assassination; emergence of Octavian; Battle of Mutina and its outcomes for Antony, Octavian and the Senate; Octavian's march on Rome

- the formation of the so-called 'Second Triumvirate' (Lex Titia); proscriptions; Battle of Philippi and distribution of power among triumvirs

- the tensions and rivalry between Octavian and Mark Antony; Treaty of Brundisium; Octavian in the west (Sextus Pompeius); Conference of Tarentum; demise of Lepidus

- Antony in the east – role of Cleopatra; Parthian campaign; donations of Alexandria; Antony's divorce from Octavia (different interpretations by the ancient and modern sources)

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

- Augustus' account of his rise to power and events during the 'Second Triumvirate' in the Res Gestae (different interpretations by the ancient and modern sources)

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

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

- Augustus' constitutional position as princeps, his honours and titles; Augustus' account of his constitutional position in the Res Gestae (different interpretations by the ancient and modern sources)

OR

Elective 4 – School-devised elective (framework)

This elective must follow the framework below.

Sources for the period

Key written and archaeological sources for the society and time period, including (school to enter information). These sources are incorporated/utilised/referred to in the ancient historical narrative (see below).

Historical authentication and reliability

May be incorporated into the ancient historical narrative

- how evidence from the ancient world has been lost, destroyed and rediscovered

- problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe

- methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources

- the different interpretations and representations of the period

- the reliability and usefulness of the interpretations and representations of the period

Preservation, conservation, and/or reconstruction of ancient sites (if applicable to the elective)

May be incorporated into the ancient historical narrative

- the nature of the site/s, and the condition and extent of the remains

- issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site; for example, environmental factors, war, terrorism, pillaging, poverty

- the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s

The historical and geographical context

- an overview of the broader historical context for the society

- the geographic location, including the nature of the environment and its influence on the society

The ancient historical narrative (**at least 70% of the unit content**)

- the significant events and developments of the time period; the causes of these events and developments, and their effects

- the significant features of continuity and change throughout the time period

- the key individuals in the time period

- the role of individuals in the society, their motivations, contributions and legacy

- the reasons for continuity and change in the society; for example, people's actions, events and ideas (cause and effect)

- the short- and long-term consequences of change in the society

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 11 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 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 11

Type of assessment	Weighting
Historical inquiry Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they studied. Inquiry formats can include: research notes; graphic organisers; written report; short answers; an analysis of the sources used in the inquiry; a debate or hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group. Other formats are acceptable. The inquiry must include a validation component that is administered under test conditions.	20%
Short answer Students respond to a series of open 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 that can require 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, and/or analyse. 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 each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect a modified version of the examination design brief included in the ATAR Year 12 syllabus for this course.	40%

Teachers must use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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 11 syllabus are provided in Appendix 1. They 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).

Appendix 1 – Grade descriptions Year 11

A	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 an 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.

B	Analyses and interprets ancient and/or modern sources for evidence.
	Responds to most aspects of the research or short/extended answer tasks, applying evidence and historical understandings from appropriately acknowledged sources.
	Explains features of the historical narrative and provides a cohesive structure for the argument/discussion.
	Demonstrates some understanding of the different perspectives and interpretations of ancient history.
	Uses mostly relevant historical terms and concepts, and develops a response which is logical and coherent but largely narrative.

C	Begins to analyse ancient and/or modern sources for evidence. Responds to some aspects of research or short/extended answer tasks; selects and acknowledges sources but makes limited use of supporting evidence.
	Describes features of the historical narrative and provides a simple structure for the response.
	Identifies different perspectives and interpretations of ancient history.
	Uses some relevant historical terms to begin developing an argument.

D	Makes an attempt to assess/interpret ancient and/or modern sources.
	Responds to few aspects of research or short/extended answer tasks; selects and acknowledges limited sources, and uses little supporting evidence.
	Identifies limited features of the historical narrative.
	Identifies simple perspectives or interpretations of a historical event or person.

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.