



## **SAMPLE COURSE OUTLINE**

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**ANCIENT HISTORY (GREECE)**

**ATAR YEAR 12**

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## Sample course outline

### Ancient History (Greece) – ATAR Year 12

#### Semester 1 – Unit 3 – Power and authority

This outline is based on the Elective 2 – Athens: The rise of Athens

Week	Syllabus content	Suggested teaching points
1–3	<p>The Historical Skills are intrinsic to the teaching of this unit.</p> <p>Essential to an understanding of this period are:</p> <p><b>The historical, geographical and political context</b></p> <ul style="list-style-type: none"> <li>the nature of power and authority in Athens in 481 BCE, including           <ul style="list-style-type: none"> <li>key political terms – demos, polis, oligarchy, democracy, ostracism, strategoi, boule and ecclesia</li> <li>key social terms – pentacosimedimni, hippeis, zeugitae, thetes, slaves and metics</li> <li>the structure of Athenian government in 481 BCE</li> </ul> </li> <li>the key written and archaeological sources for the period, including the writings of Thucydides, Plutarch’s <i>Lives</i>, Old Oligarch, Aristotle, inscriptions (Athenian Tribute Lists), decrees, coins, ostraca and modern interpretations</li> </ul> <p><b>The ancient historical narrative</b></p> <p><b>Increasing prestige of Athens through the Persian Wars</b></p> <ul style="list-style-type: none"> <li>Greek preparations for war, including the overall strategy of the Greek states</li> <li>the formation and composition of the Hellenic League under Spartan hegemony</li> <li>the increase of prestige of Athens throughout campaigns during the Second Persian War of 480–478 BCE, including the Battles of Thermopylae/Artemisium, Salamis, Plataea and Mycale</li> <li>the role of Themistocles and the evidence for this, including the accounts of Thucydides and Plutarch, ostraca</li> </ul>	<ul style="list-style-type: none"> <li>Explore the geographical context of the Greek world, including the location of major poleis and the extent of the Persian Empire.</li> <li>Begin compiling a glossary of key political terms.</li> <li>Identify the membership of each of the classes in Athens and their political rights in 481 BCE.</li> <li>Create a diagram showing the links between and functions of Athenian political institutions in 481 BCE.</li> <li>Identify the significance of groups and leaders in political decision-making in Athens.</li> <li>Identify strengths and limitations of different types of ancient written and archaeological sources as evidence.</li> <li>Examine each meeting of the Hellenic League. Note the decisions made and how these reflected the aims, including the seeking of support and the approach to fighting in confined spaces, as far north as possible, delaying until winter and avoiding fighting the Persians on open plains where their strength of numbers would prevail.</li> <li>Identify the composition of the Hellenic League, including the 31 Greek states and the regions from which they came (use the Serpents Column as evidence). The Spartan leadership on land and sea (use Herodotus VIII:1-3 as a source).</li> <li>Compare and contrast the varying roles of Athens and Sparta during the war and the contributions at each battle.</li> <li>Assess the significance of the Athenian navy (use Herodotus VII:139 as a source).</li> <li>Discuss the view of the Athenians in the eyes of the rest of the Greek world (and in comparison to Sparta) in terms of:           <ul style="list-style-type: none"> <li>leadership</li> <li>strategy</li> <li>significance of forces</li> <li>Greek unity.</li> </ul> </li> <li>Examine Themistocles’ contribution to the war effort, including his preparing the Athenians (politically and militarily) in the late 480s BCE. Consider the value of the sources, especially Thucydides, Plutarch and ostraca from the 480s BCE.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>the rise of Athens as a sea power, including Themistocles' use of the silver mine funds for the navy</li> </ul>	
4–5	<p><b>The Delian League</b></p> <ul style="list-style-type: none"> <li>explanations for Sparta relinquishing leadership of the Greek offensive, including Thucydides' explanation (Book I, specifically Pentecontaetia) <ul style="list-style-type: none"> <li>the role of Pausanias</li> <li>problems on Sparta's home front (helots, Argos, allies and political divisions)</li> <li>Spartan fear of corruption</li> <li>Athens seen as a capable leader and working in Sparta's interests and Sparta's unwillingness to accept the burden of war</li> <li>claim that relations between Sparta and Athens were friendly</li> </ul> </li> <li>the Delian League, including the aims and organisation; Athens' leadership of the league and naval superiority</li> </ul>	<ul style="list-style-type: none"> <li>Assess Thucydides' explanation for Athenian leadership of the Delian League (I:95) <ul style="list-style-type: none"> <li>Create a timeline to understand the historical context of the move from Spartan leadership of the Hellenic League to Athenian leadership of the Hellenic League, to Athenian creation and leadership of the Delian League.</li> <li>Compare Plutarch's, Herodotus' and Diodorus' accounts.</li> </ul> </li> <li>Examine reasons for the formation of the Delian League, including <ul style="list-style-type: none"> <li>Athenian benefits</li> <li>Persian presence</li> <li>Ionian/Athenian links</li> <li>Spartan disinterest.</li> </ul> </li> <li>Examine the structure, aims, organisation and formation of the Delian League <ul style="list-style-type: none"> <li>Note the role of Aristides.</li> <li>List all the roles that Athens had in the league, recognising their dominance from the outset.</li> </ul> </li> <li>Identify source evidence on the aims and structure of the Delian League, i.e. Aristotle.</li> </ul> <p><b>Task 1: Short answer (Week 4)</b></p>
6–7	<p><b>Campaigns under Cimon to 461 BCE</b></p> <ul style="list-style-type: none"> <li>Thucydides' account of the campaigns (Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos) under the aegis of the Delian League (Thucydides I.98, I.101)</li> <li>the significance of Cimon's campaigns for Athenian power and benefits to the allies</li> <li>Sparta's response to the growth of Athenian power</li> </ul> <p><b>The policy of Cimon and opposition to it</b></p> <ul style="list-style-type: none"> <li>Cimon's general foreign policy – pro-Spartan and anti-Persian, including the assistance to Sparta during the Helot revolt</li> <li>Cimon's domestic policy to preserve the status quo</li> <li>Cimon's role in the transformation of the Delian League to an Athenian Empire</li> </ul>	<ul style="list-style-type: none"> <li>Review the initial campaigns under Cimon after Byzantium from 478–461 BCE: Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos. Assess the extent to which they reflect the stated aims of the Delian League.</li> <li>Consider why Thucydides chose these six actions for his account – what are they examples of?</li> <li>Analyse the significance of Cimon's campaigns for Athenian power internally and externally.</li> <li>List the pros and cons for the allies as members of this league.</li> <li>Examine Sparta's response to the growth of Athenian power and the reasons for it.</li> <li>Examine the strengths and limitations of Thucydides' account, i.e. what was his purpose in writing the Pentecontaetia?</li> <li>Review Cimon's political career, identifying his supporters and opponents in Athens.</li> <li>Examine the main tenets of Cimon's (and the conservatives') foreign and domestic policy, including the belief that Persia was still the main threat to Athens, a dual hegemony of Greece with Sparta, maintenance of the Delian League,</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>opposition to Cimon's policies, and the causal link between his policies and his ostracism</li> </ul>	<p>and the links of this foreign policy to his domestic policy of conservative democracy (compared to the foreign and domestic policies of Pericles and the more radical democrats).</p> <ul style="list-style-type: none"> <li>Examine Plutarch's account of Cimon's leadership in Athens.</li> <li>Explain Cimon's Philo-Laconian policy, his expedition to Ithome c. 462/1 BCE and the reaction of the Athenians.</li> <li>Assess the role of Cimon in the transformation of the Delian League to an Athenian Empire <ul style="list-style-type: none"> <li>Compare Plutarch, Cimon:11 to Thucydides 1:99.</li> </ul> </li> <li>Identify the reasons for Cimon's ostracism, including his failure at Ithome, his pro-Spartan sympathies, his support for the conservative democracy etc.</li> </ul> <p><b>Task 2: Part A – Historical inquiry (issue) (Week 6)</b></p>
8–9	<p><b>The transformation of the League to an empire</b></p> <ul style="list-style-type: none"> <li>the emergence of three classes of membership of the Delian League (autonomous ship contributors, phoros contributors and subjugated phoros contributors); use of the tribute under Cimon to benefit Athens rather than the League; allied revolts: Naxos, Thasos and Samos</li> <li>the growing influence (economic, military, political, cultural, judicial and religious) of Athens over allies</li> <li>factors which enabled the Athenians to change their treatment of the allies, including the attitude of the allies, Sparta's attitude and Athenian naval superiority</li> <li>the issues of evidence for these changes, including Thucydides' account, Plutarch's <i>Pericles</i>, Aristotle, Old Oligarch, decrees, tribute lists, coins and pottery</li> <li>Athens' justification and motivation for the changing treatment of the allies and the reaction of the allies</li> </ul>	<ul style="list-style-type: none"> <li>Note the changes in membership over time from autonomous allies to subjects of Athens. Compare and contrast the explanations for this from Plutarch, Cimon:11 and Thucydides 1:99.</li> <li>Highlight the significance of Athens' dominant position from the outset.</li> <li>Detail the events of the key revolts of Naxos, Thasos and Samos, including the reasons for the revolts and Athenian motivation for its response.</li> <li>Note the political, military and economic benefits to Athens of this change of membership.</li> <li>Highlight the significant role of the Athenian navy in all aspects of control over the allies and Sparta's reluctance to get involved (Cimon, domestic concerns).</li> <li>Examine the decrees issued by Athens during this period as evidence of the various ways that Athens controlled its allies/subjects (particularly the Erythrae Decree, Chalcis Decree, Coinage Decree).</li> <li>Examine the evidence (especially decrees, Tribute Lists, Old Oligarch etc.) for the economic, military, political, cultural, judicial and religious methods of control used by Athens to 440 BCE.</li> <li>Discuss the significance of the transfer of the treasury in 454 BCE.</li> <li>Note the economic, military and political benefits to Athens, which was clearly their motivation. Also, note the justification in terms of the benefit to the allies. In some cases, the allies responded positively to these changes</li> </ul>

Week	Syllabus content	Suggested teaching points
		<p>although revolts/fear clearly show that not all were content.</p> <p><b>Task 2: Part A – Historical inquiry (submit) (Week 8)</b></p> <p><b>Task 2: Part B – In-class validation extended answer (Week 8)</b></p>
10–12	<p><b>Changes to Athenian domestic and foreign policy from 461 BCE</b></p> <ul style="list-style-type: none"> <li>• the importance of the thetes within the navy/military as a reason for the changes to the political system</li> <li>• the reforms of Ephialtes and Pericles to the Areopagus, Boule, Ecclesia and Heliaea; introduction of payment for office, extension of the system of lot and limited citizenship</li> <li>• the effects of Ephialtes’ and Pericles’ reforms, including increased accountability and the impact they had on the development of radical democracy</li> <li>• Athens’ changing foreign policy (461–446 BCE), including the development of a Land Empire: <ul style="list-style-type: none"> <li>▪ its alliances with Megara, Argos and Thessaly</li> <li>▪ events that led to Athens’ defeat (reversals at Boeotia and Megara, revolt of Euboea, proximity of the Peloponnesian army)</li> <li>▪ the reasons for Athens’ inability to hold onto the Land Empire (war on multiple fronts, resources employed in administering the Delian League, unstable alliances)</li> <li>▪ the Thirty Years’ Peace, including the major terms, and the implications of the treaty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Link the foreign policy of Cimon to the rise in importance of the thetes that led to the democratic reforms in the 460s BCE.</li> <li>• Highlight the work of Ephialtes, particularly in the background, in being able to implement the reforms.</li> <li>• List the changes Ephialtes made to the various institutions of Athenian democracy and explain why the Areopagus was targeted so forcefully.</li> <li>• Highlight the importance of the use of lot, pay and collegiality in these reforms and the impact these had on various groups within Athenian society.</li> <li>• Examine how Athens became more democratic because of these reforms.</li> <li>• Give reasons for Athens’ changes in foreign policy in c. 461 BCE (ostracism of Cimon, rise of the more radical politicians, events at Ithome, Magarian Alliance, Spartan issues etc.).</li> <li>• Examine how Athens benefitted from alliances with Megara, Argos and Thessaly.</li> <li>• Identify the key contested areas of the Land Empire on a map of mainland Greece.</li> <li>• Sequence the key events related to Athens’ pursuit and loss of the Land Empire.</li> <li>• Assess reasons for the loss of the Land Empire, including the impact of military losses at Egypt and Coroneia, the strategic loss of the alliance with Megara, issues in the Delian League (note the evidence of the numerous decrees at this time), Athenian reliance on their weakest military arm (i.e. hoplites and cavalry) etc.</li> <li>• Note down the terms of the 30 Years’ Peace of 446 BCE and examine the key implications for Athens, Sparta and the allies on both sides.</li> </ul> <p><b>Task 3: Extended answer (Week 12)</b></p>

Week	Syllabus content	Suggested teaching points
13–14	<p><b>The policies of Pericles and the opposition</b></p> <ul style="list-style-type: none"> <li>• Pericles’ imperial policy, including the transfer of the treasury in 454 BCE, and including Plutarch’s account of use of Delian League funds for the building program</li> <li>• Pericles’ political position; the opposition to his leadership and ostracism of Thucydides (son of Melesias)</li> <li>• the revolt of Samos, its causes and the Athenian response</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the main tenets of Pericles’ (and the more radical politicians’) foreign and domestic policies, e.g. Persia no longer a threat, Sparta the main concern for Athens and that war was inevitable, maintenance of the Delian League/Athenian Empire, more radical democracy in Athens etc.</li> <li>• Note the significance of Pericles’ focus on funds, including the movement of the treasury to Athens c. 454 BCE, the Congress Decree c. 449 BCE, the allocation of 8000 talents for the building program c. 448 BCE etc.</li> <li>• Explain Pericles’ justification for the use of Delian League funds for the building program and Pericles’ response in Plutarch.</li> <li>• Identify and give reasons for internal opposition to Pericles’ policies. Examine the role of Thucydides of Melesias as a figurehead for the Athenian aristocracy.</li> <li>• Explain the reasons for the opposition from the aristocracy/conservatives, beyond what Plutarch describes, including the growing power of Pericles, radical democracy, conflict with Sparta, peace with Persia, Long Walls etc.</li> </ul> <p><b>Unit 3 revision</b></p>
15		<b>Task 4: Semester 1 examination</b>

## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

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

#### Historical questions and research

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

#### Analysis and use of sources

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

#### Perspectives and interpretations

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

#### Explanation and communication

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



## Semester 2 – Unit 4 – Reconstructing the Ancient World

This outline is based on the Elective 2 - The Peloponnesian War

Week	Syllabus content	Suggested teaching points
1–2	<p><b>The Historical Skills are intrinsic to the teaching of this unit</b></p> <ul style="list-style-type: none"> <li>the key written and archaeological sources for the period, including the writings of Thucydides, Plutarch's <i>Lives</i>, Old Oligarch, Aristophanes, inscriptions, decrees and modern interpretations</li> </ul> <p><b>The ancient historical narrative</b></p> <p><b>The causes of the Peloponnesian War</b></p> <ul style="list-style-type: none"> <li>Thucydides' aitia, including the war between Corcyra and Corinth, Megarian decree, the Potidaean revolt and complaints from Aegina</li> <li>Thucydides' prophasis – Spartan fear of the growth of Athenian power</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key archaeological and written sources for the period, including the writings of Thucydides, Plutarch's <i>Lives</i>, The Old Oligarch, Xenophon, Aristotle, Aristophanes, Athenian tribute lists, inscriptions, and their strengths and weaknesses.</li> <li>Analyse the causes of the Peloponnesian War as described by Thucydides, including the incident at Epidamnus, war between Corcyra and Corinth, the Megarian decree, the Potidaean revolt, Aegina's complaint and Thucydides' theory of aitia and prophasis.</li> <li>Note the growth in power of Athens 440–432 BCE (economically, militarily and geographically).</li> <li>Discuss the significance of the Megarian decree.</li> <li>Evaluate and explain the role of Corinth.</li> <li>Discuss the importance of Spartan ultimatums to Athens.</li> <li>Explore issues of evidence determining the causes of the Peloponnesian War, comparing the works of Plutarch, Diodorus, Aristophanes and Thucydides, including Thucydides' bias.</li> <li>Analyse the significance of all the various causes of the Peloponnesian War, including modern interpretations (particularly economic factors).</li> </ul> <p><b>Task 5: Part A – Historical inquiry (issue) (Week 2)</b></p>
3–5	<p><b>Peloponnesian War: the Archidamian War</b></p> <ul style="list-style-type: none"> <li>Athenian resources, aims and strategy, including Periesesthai (Pericles' speech, Thucydides, I.140–144)</li> <li>Spartan resources, aims and strategy, including liberation of the Hellenes (Corinthian speech in Thucydides, I.69–71, I.120–124)</li> <li>the course of the Archidamian War, including the Plague; the death of Pericles and change of Athenian leadership; the Mytilenean revolt; Pylos and Sphacteria; Brasidas' Thracian campaign; Amphipolis</li> <li>the role of key individuals, including Archidamus, Pericles, Cleon, Nicias and Brasidas</li> </ul>	<ul style="list-style-type: none"> <li>Create a table listing the resources, aims and strategies of Sparta and Athens at the outbreak of the Archidamian War.</li> <li>Examine the changing strategies employed by Athens and Sparta, including <ul style="list-style-type: none"> <li>the influence of new leaders in each city state</li> <li>the influence of key events.</li> </ul> </li> <li>Examine the events of the Archidamian War, with particular reference to key events, including the Plataean incident, the Plague, the death of Pericles and change of Athenian leadership, the Mytilenean revolt, Pylos and Sphacteria, Brasidas' Thracian campaign and Amphipolis.</li> <li>Assess the role of key individuals, including the motivations behind their actions.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>Thucydides' contested views on new leadership, including the demagogues</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Thucydides' views on the new leadership, including the demagogues.</li> <li>Identify Thucydides' own actions in the war and their potential impact on his perspective.</li> </ul> <p><b>Task 5: Part A – Historical inquiry (submit) (Week 5)</b></p> <p><b>Task 5: Part B – In-class validation extended answer (Week 5)</b></p>
6–7	<p><b>Peloponnesian War: the Peace of Nicias</b></p> <ul style="list-style-type: none"> <li>key reasons for the signing of the Peace of Nicias as outlined by Thucydides (V.13–17); the terms of the treaty; the response of the allies; the subsequent Athenian-Spartan alliance</li> <li>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</li> <li>resurgence of Athenian expansionism; the Melian Dialogue</li> <li>the role of key individuals, including Nicias and Alcibiades</li> <li>Thucydides' explanation for the failure of the treaty; Plutarch's account of its failure</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons Sparta and Athens were prepared for peace by 421 BCE (consider the impact of the events during the Archidamian War).</li> <li>Evaluate Thucydides' reasons for signing the Peace of Nicias.</li> <li>Evaluate the terms of the Peace of Nicias.</li> <li>Examine the shifting alliances in Greece, 421–418 BCE.</li> <li>Examine how and why the Peace of Nicias broke down, including Thucydides' perspective and Plutarch's account.</li> <li>Examine the roles, motivations and actions of key individuals.</li> <li>Examine Athens' imperialism at this time as evident in the Melian Dialogue.</li> </ul>
8–11	<p><b>Peloponnesian War: the Sicilian Expedition</b></p> <ul style="list-style-type: none"> <li>the reasons for the expedition of 415 BCE; aims of the expedition, including the speeches in the Athenian Assembly</li> <li>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)</li> <li>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</li> <li>Thucydides' representation of leadership and the reasons for the failure of the expedition</li> <li>consequences of the failure of the Sicilian Expedition for Athens</li> <li>the role of key individuals, including Nicias, Alcibiades and Gylippus</li> </ul>	<ul style="list-style-type: none"> <li>Examine and evaluate Thucydides' reasons and aims for undertaking the expedition of 415 BCE (Thucydides VI:1-8).</li> <li>Identify the roles of Nicias and Alcibiades in the decision to launch the expedition and examine their speeches in the Athenian Assembly.</li> <li>Identify the reasons for failure, including <ul style="list-style-type: none"> <li>the link between vague aims and differing views of generals</li> <li>the reasons for, and impact of, the recall of Alcibiades, including the events of the mutilation of the Hermae and his defection to Sparta</li> <li>Nicias' inability to capitalise on initial successes</li> <li>Nicias' military errors/Gylippus' successes, including the failure of the second expedition</li> <li>Explain Thucydides' argument in II:65, including his reason for revising this section at the end of the war.</li> </ul> </li> <li>Examine the Sicilian Expedition as a turning point in the war, with particular reference to</li> </ul>

Week	Syllabus content	Suggested teaching points
		<p>key events, including the Mutilation of the Hermae and profanation of the Mysteries, battles between Athenians and the Syracusans, and the Spartan response.</p> <ul style="list-style-type: none"> <li>Assess the role of key individuals, including Nicias, Alcibiades and Gylippus, and the role of the demos.</li> <li>Understand Thucydides' perspective on Nicias and Alcibiades.</li> </ul> <p><b>Task 6: Short answer (Week 8)</b>  <b>Task 7: Extended answer (Week 11)</b></p>
12–13	<p><b>The final phase of the Peloponnesian War</b></p> <ul style="list-style-type: none"> <li>the key events of the Decelean/Ionian War, including the occupation of Decelea; the Oligarchic Coup; battles of Cyzicus; peace offers by Sparta and the Athenian refusals; the revolt of Ionian allies; alliances between Sparta and Persia; Battle of Notium; removal of Alcibiades; Battle of Arginusae and the trial of the generals; Battle of Aegospotami</li> <li>reasons for the defeat of Athens in 404 BCE; siege of Athens; the circumstances and terms of surrender</li> <li>Thucydides' explanation for the defeat of Athens; the role of the demos</li> <li>the role of key individuals, including Alcibiades, Lysander, Cyrus, Tissaphernes and Pharnabazus</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance and impact of key events of the Decelean/Ionian War, including the <ul style="list-style-type: none"> <li>occupation of Decelea (including Thucydides' view on the impact of this VII:26)</li> <li>revolt of Ionian allies</li> <li>alliances between Sparta and Persia, especially the links between Lysander and Cyrus</li> <li>Battles of Cyzicus, Notium, Arginusae and Aegospotamai, including peace offers from Sparta and Athens' reaction.</li> </ul> </li> <li>Note the events of the siege of Athens and the terms of surrender, including the impact this had on the people of Athens.</li> <li>Examine the role of key individuals in the Ionian/Decelean War, including Alcibiades, Lysander, Cyrus, Tissaphernes and Pharnabazus.</li> <li>Examine the Oligarchic Coup, including the role of the fleet at Samos, and its impact on Athens' ability to conduct the war.</li> <li>Assess the role of key individuals in the Oligarchic Coup, including Alcibiades, Pisander, Thrasybulus, Theramenes and Tissaphernes.</li> <li>Investigate a range of reasons for the defeat of Athens in 404 BCE, including the mistakes made by the Athenians during this period.</li> <li>Examine Thucydides' explanation for the defeat of Athens, including the role of the demos (II:65).</li> </ul> <p><b>Unit 3 and Unit 4 revision</b></p>
15		<p><b>Task 8: Semester 2 examination</b></p>

## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

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

#### Historical questions and research

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

#### Analysis and use of sources

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

#### Perspectives and interpretations

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

#### Explanation and communication

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