ANCIENT HISTORY

ATAR COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Content

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 AD 650, 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 evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. 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 Year 7–10 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 aims to develop students':

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

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

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

- 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 – 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. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

Unit 2 – Ancient societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery; the family; and beliefs, rituals and funerary practices.

Each unit includes:

- a unit description – a short description of the focus of the unit

- learning outcomes – a set of statements describing the learning expected as a result of studying 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 topics and fifteen electives that focus on a particular issue, event, ancient site, individual, or group.

In Unit 2, there are thirteen electives, each of which focuses on a particular ancient society.

Both Unit 1 and Unit 2 include a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

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 and contestability.

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 Year 7–10 History curriculum and which continue to be developed in the Ancient History ATAR Year 11 and 12 syllabuses. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

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 Year 7–10 curriculum

This syllabus continues to develop student learning in history through the same strands used in the Year 7–10 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, historical interpretation and contestability.

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 and learning 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 archived 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. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge 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, conciseness of expression, and 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 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, 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 teamwork. 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 ancient history. 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, and the subject includes the ethical concerns associated with the treatment and display of physical and human remains.

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 India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Indian and Chinese society. The subject also includes the role of individuals in society, and key developments in particular historical periods to develop an understanding of India and China 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 – 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. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Year 7–10 History curriculum to develop an introduction to historiography. Students will study **at least one** issue related to evidence, including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of **two** of the following: an ancient site, event or change, individual or group, through to modern times.

This study provides an opportunity to explore key artefacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence, including the ethical practice, ownership and representation of the ancient world. This study also provides the opportunity to draw connections between these significant issues and the ancient sites, events or changes, individuals or groups studied.

The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

Learning outcomes

By the end of this unit, students:

- understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting and constructing representations of that past

- understand issues related to the ownership, custodianship, preservation and display of material from the ancient past

- apply key concepts as part of an historical inquiry, including evidence, perspectives, interpretation, and representation

- use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate an historical explanation or argument.

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 an historical argument

- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past

- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective

- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments

- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience

- apply appropriate referencing techniques accurately and consistently

Historical Knowledge and Understanding

In this unit, connections should be made between the significant issues under investigation and the ancient site, event or change, individual or group studied, for example, the historical authentication and reliability of Homer's *Iliad* as evidence for the destruction of Troy.

Topics		Electives
Students investigate the significant issues related to **at least one** of the following topics: 1. Historical authentication and reliability 2. Preservation, conservation, and/or reconstruction of ancient sites 3. Cultural heritage, ownership and the role of museums 4. Treatment and display of human remains	AND	Students study **two** of the following 15 electives. The focus is on interpretation and representation. **An ancient site** – **one** of the following: • Ancient Thera (Santorini) • Masada • an alternative study of an ancient site (up to circa AD 650)* and/or **An event or change** – **one** of the following: • The Battle of Kadesh • The destruction of Troy • The 'fall' of the Roman Empire in the West • The Roman Games • an alternative study of an event or change (up to circa AD 650)* and/or **An individual** – **one** of the following: • Alexander the Great • Cleopatra • Cao Cao • an alternative study of an individual (up to circa AD 650)* and/or **A group** – **one** of the following: • The Celts • The Early Christians • an alternative study of a group (up to circa AD 650)*

Alternative study

* An alternative study of an ancient site, event or change, individual or group (up to circa AD 650) may be chosen from any part of the world, for example, Abydos, Pompeii and Herculaneum; Lake Mungo; the Classical Maya; the Etruscans; Hannibal; Ashoka the Great; Boudicca; the assassination of Julius Caesar. Any topic other than the suggested electives should be chosen on the basis that the ancient site, event or change, individual or group has been interpreted and represented in different ways, and has been the subject of some controversy. The electives studied must not be the same as those studied in Unit 2, or planned for Year 12 (Unit 3 or Unit 4).

Topics

Students investigate the significant issues related to **at least one** of the following topics. The topic(s) are to be taught with the requisite historical skills described as part of this unit.

1. Historical authentication and reliability

Examples of specific studies include: Piltdown Man, Turin Shroud, Priam's treasure, KV5 tomb, or Homer's *Iliad*.

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

- 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

- ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources

- the motivations of the perpetrators of fakes and forgeries, and the significance of the evidence they were intended to provide about the ancient past

OR

2. Preservation, conservation, and/or reconstruction of ancient sites

Examples of specific studies include: Knossos, Persepolis, Teotihuacan, Terracotta Warriors, or Giza.

- 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), including relevant national or international charters or conventions, for example, United Nations Educational, Scientific and Cultural Organisation (UNESCO), and international efforts to protect ancient sites of world heritage significance

- the reconstructions of the ancient site(s), for example, paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda

OR

3. Cultural heritage, ownership and the role of museums

Examples of specific studies include: the Bust of Nefertiti, the Crowther Collection, Priam's treasure, or the Parthenon sculptures/Elgin Marbles.

- the nature and significance of the cultural property for the society to which it belongs

- the arguments for and against the return of the cultural property to its original home

- the nature and impact of looting and the illegal trade of antiquities on cultural heritage

- the role of museums in acquiring, collecting, and storing artefacts/cultural materials

- the contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions

OR

4. Treatment and display of human remains

Examples of specific studies include: Indigenous Australians, mummified remains, bog bodies, or Otzi (the Iceman).

- the condition of the human remains and how they were preserved, discovered and/or removed from where they were found

- the methods and results of scientific analysis (forensic techniques) and modern preservation of the remains

- the significance of the human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment

- the ethical issues relevant to the treatment, display and ownership of the remains, for example, the use of invasive methods of scientific analysis

Electives

Students study **two** of the following fifteen electives. The electives are to be taught with the requisite historical skills described as part of this unit.

An ancient site – one of the following:

Ancient Thera (Santorini)

- the geographic and historical context of Ancient Thera, including the location of Thera/Santorini in relation to mainland Greece and Crete, the Bronze Age Aegean period, the origins of the Theran settlement, the rediscovery of Akrotiri and excavations at the site

- the nature of the sources most relevant to these interpretations and representations, for example, Plato's dialogues about Atlantis (Timaeus and Critias c.360 BC), the Akrotiri wall paintings (the Spring Fresco, the Naval Campaign Fresco, The Young Boxers and the Fisherman Fresco), pottery, sculpture and other artefacts, and the site layout and architecture for Thera and Akrotiri

- the different interpretations and representations of Thera and the eruption (from the ancient past, to the more recent past, to today), including the portrayal of Ancient Thera as the legendary Atlantis, the significance of the site as a trading or religious settlement, the relationship of ancient Thera to the Minoan civilisation on Crete, and the extent of the impact of the Theran eruption on the Minoan civilisation on Crete and on the wider Mediterranean world

- the historical context of the interpretations and representations of Ancient Thera and why these have changed over time, including the legends surrounding the Aegean volcanic island of Thera, the role of scientific research into the date and size of the Theran earthquakes and eruption, the evolving portrayal of Akrotiri's features and its significance as a result of archaeological excavation and analysis

- the reliability and contestability of the interpretations and representations of ancient Thera, including the written and archaeological evidence for the Atlantis legend, the dating of the Theran eruption and the extent of its impact, the interpretation of the Akrotiri wall paintings, the commercial and religious significance of the Theran sites, and the significance of source selection, omission, emphasis and gaps in evidence

OR

Masada

- the geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada

- the nature of the sources most relevant to these interpretations and representations, for example, Josephus Flavius' *The Jewish War*, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin

- the different interpretations and representations of Masada (from the ancient past to the more recent past, to today), including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution

- the historical context of the interpretations and representations of Masada and why these have changed over time

- the reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in *The Jewish War*, debates about the meaning of the events at Masada in AD 73–74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence

OR

An alternative study of an ancient site (up to circa AD 650)

See note on Alternative study.

AND/OR

An event or change – one of the following:

The Battle of Kadesh

- the geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle

- the nature of the sources most relevant to these interpretations and representations, for example, the reliefs of the battle in the Abu Simbel temple, inscriptions, including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle

- the different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate

- the historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example, the importance of the warrior pharaoh ideal in Rameses II's depiction of events

- the reliability and contestability of the interpretations and representations of the Battle of Kadesh, including the role of Rameses II in the battle; and the significance of source selection, omission, emphasis and gaps in evidence

OR

The destruction of Troy

- the geographic and historical context of the destruction of Troy, evidence of different layers of Troy throughout the ancient past, including Anatolian (Troy I–V), Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Mycenaeans and Hittite Empire in 13th century BC, King Hattusili and the Ahhiyawa Kingdom

- the nature of the sources relevant to the representations and interpretations of the destruction of Troy, for example, Homer's *Iliad*; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites, including the Manapu-Tarhunda letter and Tawagalawa letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy

- the differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI)

- the historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example, maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann

- the reliability and contestable nature of the representations and interpretations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis

OR

The 'fall' of the Roman Empire in the West

- the geographic and historical context of the 'fall' of the Roman Empire in the West, including the Battle of Adrianople in AD 378, the Sack of Rome in AD 410 by Alaric and the Visigoths, and the abdication of Romulus Augustus as the last Roman Emperor in the West in AD 476

- the nature of the sources most relevant to these interpretations and representations, for example, the writings of Julian, Ammianus Marcellinus, Orosius, Augustine's *The City of God*, and Zosimus

- the different interpretations and representations of the 'fall' of the Roman Empire in the West (from the ancient past, to the more recent past, to today), including Gibbon's *Decline and Fall of the Roman Empire*, and his view that the Roman Empire fell as a result of barbarian invasions and the promotion of Christianity; and the modern understanding of the 'fall ' of the Roman Empire in the West as a period of transformation

- the historical context of the interpretations and representations of the 'fall' of the Roman Empire and why these have changed over time, for example, the importance of the Pagan versus Christian interpretations of events at the time and various modern reinterpretations

- the reliability and contestability of the interpretations and representations of the 'fall' of the Roman Empire, including the significance of source selection, omission, emphasis and gaps in evidence, for example, debates about what is meant by the 'decline and fall' of the Roman empire

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OR

The Roman Games

- the geographic and historical context of the Roman Games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues

- the nature of the sources most relevant to the interpretations and representations of the Roman Games, for example, the writings of Juvenal, Cicero and Tacitus, the graffiti from Pompeii; and statuettes and mosaics

- the different interpretations and representations of the Roman Games (from the ancient past, to the more recent past, to today), including the cruelty of the Gladiatorial Games (Seneca and Christians), the political nature of the Games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films

- the historical context of the interpretations and representations and why these have changed, for example, romantic representations, Christian interpretations, and modern versions of gladiatorial contests

- the reliability and contestability of interpretations and representations of the Roman Games, including the origins of the Games (foreign or Roman); debates about the political significance of the Games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence

OR

An alternative study of an event or change (up to circa AD 650)

See note on Alternative study.

AND/OR

An individual – one of the following:

Alexander the Great

- the background to Alexander, including the nature of Macedonian kingship and political institutions; the expansion of Macedon under Philip II and the emergence of Macedon as a Mediterranean power; and Alexander's education, early experiences and accession to the throne

- the nature of the sources most relevant to the interpretations and representations of Alexander, for example, the writings of Plutarch, Arrian, and Curtius Rufus (including their own sources); Macedonian and Hellenistic representations (such as coins and statues); and Roman (literary and portraiture), Medieval (including art) and modern representations (including film and the work of modern historians such as Robin Lane Fox and Brian Bosworth)

- the different interpretations and representations of Alexander (from the ancient past, to the more recent past, to today), including Alexander as 'the great general', the philhellene, the founder of cities; and representations of his character and personality, for example, Alexander's official portraiture, Alexander as god (Siwah), his relationships with his generals and troops (the murder of Cleitos), and his relations with Persia (the burning of Persepolis and the marriages at Susa)

- the historical context of the interpretations and representations and why these have changed over time, including romantic representations, the model of generalship, and changing ideas about violence and imperialism
- the reliability and contestability of interpretations and representations of Alexander in ancient and modern written sources, images and film, including the significance of source selection, omission, emphasis and gaps in evidence

OR

Cleopatra

- the background to Cleopatra, including the kingdoms of the Hellenistic world, the Ptolemaic dynasty in Egypt and the role of Ptolemaic women, the significance of Egypt within the Mediterranean world at the time, Egypt's relationship with Rome, the significance of Egypt in Rome's civil wars, and how Cleopatra rose to power
- the nature of the sources most relevant to these interpretations and representations, for example, Plutarch, Horace, Shakespeare, Lucy Hughes-Hallett, portraiture from different periods, and representations in film
- the different interpretations and representations of Cleopatra (from the ancient past, to the more recent past, to today), including how Cleopatra represented herself in monuments and inscriptions; her portrayals as the enemy of Rome, a femme fatale, the saviour of Egypt, and a victim; and modern feminist representations
- the historical context of the interpretations and representations of Cleopatra and why these have changed, for example, her Macedonian ancestry and her depiction using traditional Egyptian artistic conventions
- the reliability and contestability of interpretations and representations of Cleopatra, including the significance of source selection, omission, emphasis and gaps in evidence

OR

Cao Cao

- the background to Cao Cao, including an overview of Later Han dynasty society and the imperial bureaucracy, and the rise of Cao Cao (AD 155–220) as founder of the Wei kingdom
- the nature of the sources most relevant to the interpretations and representations of Cao Cao, including his poems and autobiography (AD 211)
- the different interpretations and representations of Cao Cao and how these have changed (from the ancient past, to the more recent past, to today), including his portrayals as a usurper, a brilliant but flawed tyrant, a military leader and hero, and as the 'man from the margins' (Rafe de Crespigny)
- the historical context of the interpretations and representations of Cao Cao, including the interpretations of his rise to power at the imperial court, the Chinese tradition of the 'Heroes of the Three Kingdoms', the Battle of Red Cliff (AD 208) and the Battle of Guandu (AD 200)
- the reliability and contestability of the interpretations and representations of Cao Cao, including Cao Cao as a 'tyrant' versus a 'good administrator'; the accuracy of the portrayal of Cao Cao as a villain in the novel *Romance of the Three Kingdoms*; issues of political slander and propaganda, and the influence of contemporary circumstances on reassessments of Cao Cao; and the significance of source selection, omission, emphasis and gaps in evidence

OR

An alternative study of an individual (up to circa AD 650)

See note on Alternative study.

AND/OR

A group – **one** of the following:

The Celts

- the geographical and historical context of the Celts, including main Celtic groups and cultures – Urnfield (1200–600 BC), Hallstatt (700–500 BC) and La Tène (500 BC–AD 100); social structure; cultural practices; Celtic art; technology; religious beliefs and Druidism; death and burial; interaction with other civilisations; conquest by the Romans; significant individuals, for example, Vercingetorix, Boudicca

- the nature of the sources and sites, including Vix and Hochdorf Burial; relevant excepts from Caesar's *Gallic War VII*, Dio Cassius' *Roman History* Books 40 and 43 (*Vercingetorix*) and Book 62 (*Boudicca*), Tacitus' The *Annals* Book 14 (*Boudicca*), *Asterix* series, statues and other artistic representations of Boudicca and Vercingetorix

- the different interpretations and representations of the Celts (from the ancient past, to the most recent past, to today), including depiction as barbarians and/or rebels by Roman sources, freedom fighters in British and Gallic tradition, propaganda by Napoleon

- the historical context of the interpretations and representations of the Celts and why these have changed over time, for example, Ancient Roman interpretations, modern imperialist and nationalistic propaganda, Celtic cultural legacy (art, music, language and beliefs)

- the reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence

OR

The Early Christians

- the geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion; the Jewish and Hebrew tradition; key aspects of Graeco-Roman religion; the spread of Christianity throughout the Roman Empire; the Roman response, including riots during Claudius' reign, Nero and the Great Fire, the persecution of Christians by Marcus Aurelius, Decius, Galerius, and Diocletian; and the *Edict of Milan*

- the nature of the sources and sites most relevant to these interpretations and representations, for example, relevant excerpts from the *Gospels*, *St Paul's Letters*, *The Acts of the Apostles*, Josephus, the *Martyr Acts*, the Catacombs, Eusebius, Antioch and Alexandria and the significance of the sources in the reconstruction of the lives of the Early Christians

- the different interpretations and representations of the Early Christians (from the ancient past, to the more recent past, to today), as revealed in *St Paul's Letters*, anti-Christian graffiti, Suetonius' *Life of Claudius*, Tacitus, Pliny the Younger, Renaissance art, and films, for example, *Ben Hur*

- the historical context of the interpretations and representations of the Early Christians and why these have changed over time, for example, the importance of Constantine's 'adoption' and legalisation of Christianity

- the reliability and contestability of the interpretations and representations of the Early Christians and their treatment in the Roman Empire to AD337, including the significance of source selection, omission, emphasis and gaps in evidence

OR

An alternative study of a group (up to circa AD 650)

See note on Alternative study.

Unit 2 – 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. Students will also study significant features of the society and how they relate to the institutions and structures studied.

Students are required to make connections between the social, economic, political, military and religious elements of the society and the specific features they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society.

The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

Learning outcomes

By the end of this unit, students:

- understand the political, social, economic and other significant features of ancient societies and the relationship between them

- understand that interpretations of the past change over time and are dependent on the perspective and context of the source

- apply key concepts as part of an historical inquiry, including evidence, reliability and usefulness of sources, significance, perspectives and interpretations

- use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate an historical explanation or argument.

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 an historical argument

- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past

- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective

- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments

- communicate historical understanding by selecting and using text forms appropriate to purpose and audience

- apply appropriate referencing techniques accurately and consistently

Historical Knowledge and Understanding

This unit requires the study of the nature of **one** ancient society from the list below, including the chronological and geographical context; institutions and structures; the ancient historical narrative; the significant features of the society as appropriate for that society.

Ancient societies		Nature of the society		Significant features
Students study **one** of the following societies, which is to be taught with the requisite historical skills described above. 1. Old Kingdom Egypt, Dynasty 0 to Dynasty 6 2. Egypt in the Ramesside Period 19th and 20th Dynasties 3. Bronze Age Greece: Minoans or Mycenaeans 2000–1100 BC 4. Sparta c. 700–371 BC 5. Persia 559–330 BC 6. Rome 753–264 BC 7. Rome 264–133 BC 8. Ptolemaic Egypt 331–30 BC 9. Early Imperial Rome: Pax Romana 27 BC–AD 180 10. China in the Qin and Han Dynasties 221 BC–AD 220 11. Israel and Judah 961–586 BC 12. Assyria 721–612 BC 13. India in the Mauryan Dynasty 321–185 BC	AND	Students investigate the nature of the ancient society, including: • the chronological and geographical context • the institutions and structures of the society • the ancient historical narrative.	AND	Students study the following significant features as appropriate for the society: • slavery • art and architecture • weapons and warfare • technology and engineering • the family • beliefs, rituals and funerary practices.

Note: The society/time period studied must not be the same as that studied in Unit 1 or planned for Year 12 (Unit 3 or Unit 4).

Nature of the society

Students investigate the nature of the ancient society, including:

The chronological and geographical context

• an overview of the broader historical context for the society

• an overview of the society at the start of the period that is the focus for investigation

• 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, and attitudes towards, women

• the role of, and attitude towards, children and education (where applicable)

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

- the significant events and developments of the time-period; the causes of these events and developments, and their impact
- 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
- the short-term and long-term consequences of change in the society
- the changing perspectives and interpretations of this time period and the contribution of these to our understanding of the historical period

Significant features

Students study 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.

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 in the history of slavery, for example, 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 world 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 in the ancient world

- 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 in ancient times to access resources and control the environment

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

AND/OR

The family

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) in the historical record

- 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

Beliefs, rituals and funerary practices

The different beliefs, rituals and funerary practices, including:

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

- the dominant beliefs and rituals

- the influence and significance of beliefs and rituals

- attitudes to and beliefs about death, and the concept of an afterlife

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

School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Ancient History ATAR Year 11 syllabus and the weighting for each assessment type.

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 are studying. The inquiry proposition is devised by the teacher or the student. The final presentation can be: a 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. Typically one historical inquiry is completed for each unit.	15–20%
Short answer Students respond to a series of closed or partially open questions. At least two short answer tasks must be administered under test conditions.	10–15%
Source analysis Students are required to critically interpret, analyse, evaluate and/or synthesise evidence from a number of sources. Questions can require students to comment on: origin, purpose and context; reliability; usefulness and contestability of the evidence; perspective; and relevance to the context. Source analysis can be in the form of: • a teacher-generated source analysis where the sources are selected and the questions are provided by the teacher, OR • a student-generated source analysis which can be completed by individuals or groups. The sources are selected by the student from a variety of source types in order to answer questions provided by the teacher. Sources can include: • ancient materials ▪ written sources (such as: extracts from historical narratives, biographies, constitutional treatises, drama, poetry, contracts, treaties, speeches, letters) ▪ archaeological sources (such as: photographs of inscriptions, coins, statues, ostraca, wall paintings, artefacts, buildings, human remains) ▪ maps and diagrams • modern materials ▪ written sources (such as: extracts from historical narratives, biographies, historiographical texts) ▪ reconstructions ▪ maps and diagrams. At least two source analysis tasks must be administered under test conditions.	15–20%
Essay/extended answer Students can be required to respond to one or more closed or open questions, or to a topic. This can include responding to a proposition, or points of debate; or an interpretation, explanation and/or evaluation of historical evidence. The format can be an essay, a scaffolded extended answer, or a sectionalised answer. At least two essay/extended answer tasks must be administered under test conditions.	15–20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	35%

Teachers are required to 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).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a task (such as a structured essay, extended answer or analysis of the sources used in the inquiry) which is completed in class after the final presentation is submitted.

Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Ancient History ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link 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.

Appendix 1 – Grade descriptions Year 11

A	**Historical Skills** Selects a range of relevant ancient and modern sources, and analyses these for origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations, and/or contestability. Responds to key words in research or essay tasks, accurately applying evidence and historical understandings from appropriately acknowledged sources. Explains how and why historical perspectives change. Uses appropriate historical terms and concepts, and develops arguments which are analytical, logical and coherent.
	Historical Knowledge and Understanding Analyses ways that sites, events or changes, or people of the ancient world have been interpreted and represented and the issues related to the use of evidence in investigating the ancient world. Investigates aspects of life in an ancient society, through an analysis of the sources and evidence of the institutions and structures of the ancient society, and examines significant features of the society.

B	**Historical Skills** Selects a range of relevant ancient and modern sources, and assesses these for origin, message, purpose, context, reliability, usefulness, and differences in perspectives and interpretations. Begins to respond to key words in research or essay tasks, applying some evidence and historical understandings from appropriately acknowledged sources. Explains why various perspectives of ancient history exist. Uses appropriate historical terms and concepts, and develops a response which is logical and coherent but largely narrative.
	Historical Knowledge and Understanding Explains ways that sites, events or changes, or people of the ancient world have been interpreted and represented and the issues related to the use of evidence in investigating the ancient world. Investigates aspects of life in an ancient society through an assessment of some of the sources and evidence of the institutions and structures of the ancient society, and comments on significant features of the society.

C	**Historical Skills** Selects a limited range of relevant ancient and/or modern sources, and makes some assessment of origin, message, purpose, context, reliability, usefulness, and/or differences in perspectives and interpretations. Responds to most aspects of research or essay tasks; selects and acknowledges sources but makes limited use of supporting evidence. Identifies different perspectives of ancient history. Recounts the major features of the historical narrative and provides a simple structure for the response.
	Historical Knowledge and Understanding Describes some ways that sites, events or changes, or people of the ancient world have been interpreted and represented and some of the issues related to the use of evidence in investigating the ancient world. Describes aspects of life in the ancient world referring to some sources and evidence of the institutions and structures of an ancient society, and outlines some significant features of the society.

D	**Historical Skills** Selects ancient and/or modern sources, which may or may not be relevant, from a narrow range. Provides some statements about origin, message, purpose, context, reliability, usefulness, and/or differences in perspectives and interpretations. Responds to few aspects of research or essay tasks; selects and acknowledges limited sources, and uses little supporting evidence. Identifies one simple perspective of an historical event or person. Displays limited knowledge of the historical narrative and structural conventions in the response.
	Historical Knowledge and Understanding Identifies that sites, events or changes, or people of the ancient world have been interpreted and represented differently and states some of the issues related to the use of evidence in investigating the ancient world. Identifies some aspects of life in the ancient world making limited reference to sources or evidence of the institutions and structures of an ancient society, and lists some significant features of the society.

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

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 AD 650).
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 AD 650–1500 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.
Contestability	Occurs when particular interpretations about the past are open to debate (for example, as a result of different perspectives or a lack of evidence).
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 an 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 AD 1500) 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 AD 650–1500 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.