



# **Ancient History Senior Years**

## **Writing Brief**

**February 2016**

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Published by

Board of Studies, Teaching and Educational Standards NSW

GPO Box 5300

Sydney NSW 2001

Australia

[www.bostes.nsw.edu.au](http://www.bostes.nsw.edu.au)

DSSP-26984  
D2016/3755

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## 1. Introduction

In 2014, the Board of Studies, Teaching and Educational Standards NSW (BOSTES) commenced a review of NSW senior secondary syllabuses for English, Mathematics, Science and History learning areas to determine directions for the incorporation of the senior secondary Australian curriculum. BOSTES conducted consultation in August and September 2014 on proposed directions outlined in [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#).

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Appendix I of this writing brief.

The development of the *Ancient History Senior Years Writing Brief* takes account of the broad directions and feedback gathered through consultation conducted in October and November 2015. Option 3, including the core study, 'Cities of Vesuvius – Pompeii and Herculaneum', was considered to be the most appropriate option.

The purpose of the writing brief is to inform the directions for draft syllabus development. The writing brief is structured according to the elements of a Senior Years syllabus. Each element includes proposed actions and key considerations for writers in the writing of the draft syllabus. These elements are:

- Rationale
- The place of Ancient History Senior Years syllabus in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Course structure
- Content, including how the Australian curriculum content may be incorporated
- Glossary.

The draft syllabus package will include the elements of a syllabus and Australian curriculum content identified with codes, learning across the curriculum content identified by icons, further information about meeting the diversity of learners, and internal and external assessment.

The draft syllabus for Ancient History will be developed and available for consultation during 2016.

A summary of the BOSTES syllabus development process is available at <http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus-development/>.

### Diversity of learners

NSW senior secondary syllabuses will be inclusive of the learning needs of all students. The draft syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students learning English as an additional language or dialect (EAL/D)'.

For example:

## **Special education needs**

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Most students with special education needs will undertake regular Board Developed courses and/or Board Endorsed courses. Students with special education needs can access Years 11 and 12 outcomes and content in a range of ways. They should choose the most appropriate courses for the HSC in keeping with their goals, interests and learning needs.

Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Years 11–12 Life Skills outcomes and content appropriate to their learning needs provided in the Ancient History Senior Years draft syllabus.

## **Australian curriculum**

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This follows state and territory Education Ministers' endorsement of senior secondary Australian curriculum in these learning areas as the agreed and common base for development of state and territory senior secondary courses. It was also agreed that states and territories would have the flexibility to integrate the approved senior secondary Australian curriculum as appropriate. The writing brief determines how Australian curriculum content can be modified, reordered and supplemented in each learning area, while remaining compatible with the NSW Senior Years assessment and examinations structures.

## 2. Ancient History key

**i** for your information

The following codes will be used in the Ancient History Senior Years syllabus.

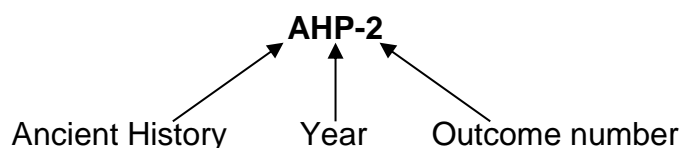
### Outcome coding

Syllabus outcomes will be coded in a consistent way. The code identifies the subject, Year and outcome number.

Years of learning will be represented by the following codes:

Year	Code
Year 11	P
Year 12	H

In the Ancient History syllabus, outcome codes indicate the subject, Year and outcome number. For example:



### Coding of Australian curriculum content

Australian curriculum content descriptions included in the syllabus will be identified.

#### Actions for writers and key considerations

- Identify Australian curriculum content descriptions by using Australian curriculum codes.
- The code should appear in brackets at the end of each content description.

### **3. Rationale**

**i** for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Senior Years curriculum
- how it prepares students for post-school pathways.

#### **Proposed rationale for Ancient History Senior Years**

The study of Ancient History engages students in an investigation of life in early civilisations based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity, by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History requires students to comprehend and apply distinctive skills and concepts in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate evidence from the past, and to communicate their findings and interpretations. In Ancient History students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to weigh these against those offered in published works.

The study of Ancient History includes important contemporary dimensions. It equips students to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for preserving the cultural heritage of the past.

The Ancient History syllabus continues to develop the historical skills and understanding taught in the *History K–10 Syllabus*. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies to the analysis and interpretation of broader themes and issues from the ancient world.


The skills, knowledge and understanding that students acquire through studying Ancient History provide a firm foundation for further study, the world of work and informed citizenship, and for lifelong learning. It teaches a critical and intelligent approach to events and interpretations as well as the effective communication of informed accounts conveying detail, ideas and judgements.

### **Actions for writers and key considerations**

- The conceptual study of the ancient world requires greater explanation.
- The contribution of the ancient world to the shaping of the modern world needs to be strengthened.
- Refine specific aspects of the rationale for clarity and include a link to the shaping of the modern world.
- Review the alignment of the rationale to other areas of the draft syllabus, including the aims, objectives, outcomes and content.



#### **4. The place of the Ancient History Senior Years syllabus in the K–12 curriculum**

 for your information

NSW syllabuses will include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the Senior Years syllabus in the K–12 curriculum as a whole.

This diagram will be included in the draft syllabus.

## **5. Aim**

**i** for your information

In NSW syllabuses, the aim provides a statement(s) of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

### **Proposed aim for Ancient History Senior Years**

Ancient History Senior Years will enable students to develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.

### **Actions for writers and key considerations**

- Review and refine the aim as appropriate with consideration of the distinctive nature of Ancient History.
- Review the aim to ensure consistency of length, detail and complexity with other senior syllabuses.

## **6. Objectives**

**i** for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

### **Proposed objectives for Ancient History Senior Years**

#### **Knowledge, understanding and skills**

Students:

- develop knowledge and understanding of people, places, societies and events in the context of their times
- undertake the process of historical inquiry, applying key historical concepts and skills
- communicate an understanding of history.

#### **Values and attitudes**

Students:

- appreciate the influence of the ancient past on the present and the future
- value the contribution of the study of Ancient History to lifelong learning and active and informed citizenship.

#### **Actions for writers and key considerations**

- The objectives should be strengthened to better align with the rationale and to represent the distinctive nature of Ancient History.

## 7. Outcomes

**i** for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

### Proposed outcomes for Ancient History Senior Years

Up to 10 outcomes will be developed during draft syllabus writing. The following table presents a sample of some of the proposed outcomes.

<p><b>Objectives</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of people, places, societies and events in the context of their times</li> <li>• undertake the process of historical inquiry, applying key historical concepts and skills</li> <li>• communicate an understanding of history</li> </ul>	
<p><b>Year 11 outcomes</b></p> <p>A student:</p>	<p><b>Year 12 outcomes</b></p> <p>A student:</p>
<ul style="list-style-type: none"> <li>• explains key features, events and developments and how they shaped aspects of the ancient world</li> <li>• interprets different types of sources for evidence to support a historical account or argument</li> <li>• identifies and accounts for differing interpretations and representations of the past</li> </ul>	<ul style="list-style-type: none"> <li>• explains and analyses key features, events and developments and how they shaped aspects of the ancient world</li> <li>• analyses and interprets different types of sources for evidence to support a historical account or argument</li> <li>• explains and evaluates differing interpretations and representations of the past</li> </ul>

### Actions for writers and key considerations

- Develop 8–10 outcomes that describe the knowledge, understanding and skills to be demonstrated.
- The outcomes need to reflect progression from Stage 5 to the Year 12 course.
- Ensure the outcomes align with and amplify the objectives.
- Consider the number of verbs within each outcome as appropriate.
- Include the concepts of historical thinking, such as perspectives, significance and contestability.

## 8. Course structure

**i** for your information

The following provides an outline of the Year 11 and Year 12 course structure for the Ancient History Senior Years draft syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

### Proposed course structure for Ancient History Senior Years

	<b>Ancient History</b>	Indicative hours
<b>Year 11 course (120 hours)</b>	Investigating Ancient History <ul style="list-style-type: none"> <li>• the nature and methods of Ancient History</li> <li>• case studies</li> </ul>	60
	Themes in Ancient History	40
	Historical Investigation	20
<b>Year 12 course (120 hours)</b>	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient societies	30
	Personalities	30
	Historical periods	30

### Actions for writers and key considerations

- Ensure that a diversity of civilisations can be studied.
- Include the option of a school-developed case study in the ‘Investigating Ancient History’ component of the course and provide guidelines for how schools may develop their own case studies
- Specify that the Historical Investigation may be integrated with other aspects of the course.
- Include a requirement in the Year 11 course that choices of study in each component of the course are to be chosen from different civilisations.
- Include the requirement that in the Year 12 course at least TWO of the following areas must be studied: Egypt; Near East; Greece; Rome. The Core Study, ‘Cities of Vesuvius – Pompeii and Herculaneum’, will continue to be specified as a Roman study.
- Include a requirement that the Historical Investigation must not significantly overlap any topic undertaken in the Year 12 Ancient History or History Extension courses.

## 9. Content

**i** for your information

In NSW syllabuses for Senior Years, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for each Year. In considering the intended learning, teachers will make decisions about the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

### Organisation of the content

The Ancient History Senior Years syllabus will be organised in the following way:

#### Year 11 course

Course component	Proposed topics/content focus
Investigating Ancient History	<p>The nature, sources and methods of studying Ancient History through the investigation of key problems and issues – related to areas such as: historical authentication and reliability; the preservation, conservation and/or reconstruction of ancient sites; cultural heritage and the role of museums; the treatment and display of human remains.</p> <p>Case studies (covering different parts of the world and time periods)</p> <p><i>Students study TWO case studies</i></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>An Aboriginal archaeological site</li> <li>The emergence of early societies</li> <li>Tutankhamun’s tomb</li> <li>Thera</li> <li>The Celts</li> <li>Alexandria</li> </ul> <p>Relevant aspects of history, archaeology and science content to be integrated in the case studies.</p> <p><i>Opportunity for study of ONE of the following:</i></p> <ul style="list-style-type: none"> <li>An archaeological excavation/site</li> <li>An ancient source (written texts/records)</li> </ul>

<p>Themes in Ancient History</p>	<p><i>Students study ONE theme for ONE or more ancient societies</i></p> <p>Interpretation of physical and written remains to investigate the nature and impact of the chosen theme on the society or societies selected for study.</p> <p>Proposed themes:</p> <p>slavery</p> <p>art and architecture</p> <p>weapons and warfare</p> <p>death: beliefs, rituals and funerary practices</p> <p>women, men and society</p> <p>power and image</p> <p><i>A set of ancient societies will be specified, related to areas such as Egypt, Greece, Rome, the Near East including Assyria, and Asia, as appropriate.</i></p>
<p>Historical Investigation</p>	<p>The application of processes and concepts to the investigation of a historical question, problem or issue.</p> <p><i>Students undertake ONE historical investigation.</i></p>

### Year 12 course

<p><b>Course component</b></p>	<p><b>Proposed topics/content focus</b></p>
<p>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</p>	<p>The nature of Roman society in the cities of Pompeii and Herculaneum as revealed through various sources</p> <p>Changing interpretations – new research and technologies</p> <p>Conservation, reconstruction and ethical issues</p>
<p>Ancient societies</p>	<p><i>Students study key features and issues of the history of ONE of the following:</i></p> <p>New Kingdom Egypt society to death of Amenhotep III</p> <p>New Kingdom Egypt society during Ramesside period</p> <p>Society in Israel from Solomon to the fall of Samaria</p> <p>Persian society at the time of Darius and Xerxes</p> <p>Bronze Age – Minoan Crete</p> <p>Spartan society to the Battle of Leuctra, 371 BC</p> <p>Athenian society in the time of Pericles</p>

<p>Personalities</p>	<p><i>Students develop an understanding of ONE of the following personalities in the context of their time:</i></p> <p>Egypt: Hatshepsut            Egypt: Akhenaten            The Near East: Sennacherib            The Near East: Xerxes            Greece: Pericles            Greece: Alexander the Great            Rome: Julius Caesar            Rome: Agrippina the Younger</p>
<p>Historical period</p>	<p><i>Students study key features and issues of the history of ONE of the following:</i></p> <p>New Kingdom Egypt to death of Thutmose IV            New Kingdom Egypt – Amenhotep III to death of Ramesses II            Israel and Judah from Solomon to the fall of Jerusalem            Persia – Cyrus II to death of Darius III            The Greek World, 500–440 BC            4th century Greece to death of Phillip II            The fall of the Roman Republic, 78–31 BC            Augustan Age, 44 BC–AD 14            Julio-Claudians, AD 14–69</p>



**Sample content page:**

## **Themes in Ancient History**

**Time allocation:** 40 indicative hours

**Principal focus:** Students investigate the nature and impact of ONE theme on the society or societies selected for study.

### **Outcomes**

A student:

- explains and analyses key features, events and developments and how they shaped aspects of the ancient world
- interprets and analyses different types of sources for evidence to support a historical account or argument
- explains and evaluates differing interpretations and representations of the past

### **Content**

#### **Slavery**

The forms of slavery and its significance, including:

- the nature of the sources for slavery and evidence for the origins of slavery (ACHAH115)
- composition of slave groups, occupations of men, women and children and their treatment (ACHAH116)
- the economic importance of slavery (ACHAH117)
- attitudes to slavery, the status of slaves and their relationship with masters (ACHAH118)
- the extent of slavery and significant events in the history of slavery, for example revolts (ACHAH119)

#### **Art and architecture**

The nature and significance of art and architecture, including:

- the nature of the sources for art and architecture (ACHAH120)
- themes and styles of art (ACHAH121)
- the main features, materials, purpose and function of various forms of architecture (ACHAH122)
- the role and significance of art and architecture, public and private (ACHAH123)
- evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples and conquest (ACHAH124)

### **Actions for writers and key considerations**

- Review the list of topics, including their focus and scope, and identify any that may need to be reconsidered or replaced. The overall structure of the course should be maintained.
- Review the appropriateness of the titles of course components and topics.
- Ensure that issues of significant repetition and overlap are addressed in the scoping and development of topics:
  - within the Year level, including between the core and other topics
  - between Years 11 and 12
  - between Ancient History Senior Years and History Extension.
- Review and amend relevant content from the current Ancient History Senior Years syllabus to ensure a contemporary representation of topics, including new ideas/conceptual approaches and archaeology.
- Analyse and select Australian curriculum content, and modify, reorder and supplement to align and complement draft syllabus content as appropriate.
- Case studies and topics selected should be interesting and engaging for a diversity of learners, based on a range of accessible written and archaeological sources.
- Identify opportunities for including content related to Asia (for example China in the Qin and Han Dynasties, 221BC–AD220), Pacific and Aboriginal archaeology, and women and gender in the ancient world.
- The amount of content in the core study needs to be reduced to provide opportunities for depth of study with a greater focus on what the sources reveal about the nature of Roman society.
- Consider a power and authority focus for the personality study and historical period.
- Consider the inclusion of a close study of a key source (written or archaeological) linked to either the chosen personality or historical period.
- Consider an overview and depth approach for Year 12 topics where appropriate, as a means for clarifying the scope and focus of topics to ensure they can be taught within the specified indicative time allocation.
- Ensure there is scope within each topic for engaging with historical sources and interpretations – to provide opportunities for depth of study to enable conceptual and skills development.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.
- Identify, by underlining, specific terms for inclusion in and links to a glossary.

## 10. Learning across the curriculum

 for your information

NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered essential for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life including problem-solving, collaboration, self-management, communication and information technology skills.

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Senior Years syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* and in the Australian Government's *Core Skills for Work Developmental Framework (2013)*.

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🖐️
- Asia and Australia's engagement with Asia 🇦🇺
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 🎓
- Numeracy 📊
- Personal and social capability 👥

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🗳️
- Difference and diversity 🏳️
- Work and enterprise ⭐

## **Sample learning across the curriculum area for Ancient History Senior Years**

### **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 use language effectively to articulate a position.

### **Actions for writers and key considerations**

- For each learning across the curriculum area develop a succinct statement that describes how the subject provides opportunities to develop knowledge, understanding, skills, values and attitudes related to the area and its relevance.

## **11. Senior Years Life Skills advice**

**i** for your information

The Senior Years Life Skills outcomes and content are developed from the Senior Years objectives of the Ancient History Senior Years draft syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Ancient History Senior Years curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Senior Years outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

The Ancient History Senior Years draft syllabus will provide information, consistent with the information provided in K–10 syllabuses, which relate to:

- who is eligible to undertake Senior Years Life Skills outcomes and content
- how Life Skills outcomes and content should be implemented
- assessment and reporting of Life Skills outcomes and content.

## 12. Ancient History Senior Years Life Skills outcomes

**i** for your information

Life Skills outcomes are presented alongside Senior Years outcomes below, and may be used to explore content related to each outcome.

The Life Skills outcomes can also be viewed as two outcomes tables:

- a table of Life Skills outcomes, which shows the syllabus objectives and all Life Skills outcomes
- a table of Life Skills and related syllabus outcomes, which shows the relationship between Life Skills and Senior Years outcomes.

### Proposed Life Skills outcomes for Ancient History Senior Years

<p><b>Objectives</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of people, places, societies and events in the context of their times</li> <li>• undertake the process of historical inquiry, applying key historical concepts and skills</li> <li>• communicate an understanding of history.</li> </ul>		
<p><b>Life Skills outcomes</b></p> <p>A student:</p>	<p><b>Year 11 outcomes</b></p> <p>A student:</p>	<p><b>Year 12 outcomes</b></p> <p>A student:</p>
<ul style="list-style-type: none"> <li>• explores key features, events and developments of the ancient world</li> <li>• selects and uses information from sources to support a point of view</li> <li>• describes different points of view about the past</li> </ul>	<ul style="list-style-type: none"> <li>• explains key features, events and developments and how they shaped aspects of the ancient world</li> <li>• interprets different types of sources for evidence to support a historical account or argument</li> <li>• identifies and accounts for differing interpretations and representations of the past</li> </ul>	<ul style="list-style-type: none"> <li>• explains and analyses key features, events and developments and how they shaped aspects of the ancient world</li> <li>• interprets and analyses different types of sources for evidence to support a historical account or argument</li> <li>• explains and evaluates differing interpretations and representations of the past</li> </ul>

### Actions for writers and key considerations

- Life Skills outcomes should be developed from the syllabus objectives.
- There should be a continuum of learning from the Stage 5 History Life Skills outcomes and content.
- Outcomes should be aligned with the Ancient History course outcomes where appropriate.

### **13. Ancient History Senior Years Life Skills content**

**i** for your information

The Senior Years Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

#### **Proposed Life Skills content for Ancient History Senior Years**

##### **Themes in Ancient History**

**Time allocation:** 40 indicative hours

**Principal focus:** Students investigate the nature and impact of ONE theme on the society or societies selected for study.

##### **Outcomes**

A student:

- explores key features, events and developments of the ancient world
- selects and uses information from sources to support a point of view
- describes different points of view about the past

##### **Content**

###### **Slavery**

The forms of slavery and its significance, including:

- how historians learn about the lives of slaves through sources
- the treatment of slaves: men, women and children
- why people owned slaves and the types of activities they were required to do
- how slaves were depicted in paintings, writings and other sources
- key events that were important in the history of slavery within the society

###### **Art and architecture**

The nature and significance of art and architecture, including:

- how historians learn about art and architecture through sources
- different examples of art and architecture
- why different buildings and structures were made and their key features
- how the buildings and structures influenced everyday life


- examples of art and architecture that was copied or adopted in other places in the ancient world.

**Actions for writers and key considerations**

- Life Skills content should be developed from the Life Skills outcomes.
- Content developed for Life Skills should align with the Ancient History course structure and topics as appropriate.
- Consider appropriate content for Life Skills, such as historical personalities.



## **14. Glossary**

 for your information

One glossary will be developed for each Senior Years learning area. The glossary to be developed for the Ancient History Senior Years draft syllabus will explain terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW K–10 History glossary and Australian curriculum Senior Years History glossary.

### **Actions for writers and key considerations**

- Identify and underline words and/or terms additional to those in the K–10 History glossary in the content for inclusion in the Senior Years History glossary.

## **15. Assessment and reporting**

 for your information

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement in NSW, and the importance of assessment for, of and as learning as essential components of quality teaching and learning.

Information on assessment and reporting for the Year 11 and Year 12 courses will be reviewed and developed for draft syllabus consultation in 2016.

The information will include:

- mandatory components and weightings for school-based assessment of the Year12 course
- HSC examination specifications which describe the format of the HSC examination program for Ancient History.

## **16. Appendix I**

### **Broad directions from consultation**

The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of the NSW History Stage 6 syllabuses.

1. In the revision of the courses, consideration be given to how the courses provide flexibility to meet the needs of all students.
2. The Ancient History core study ('Pompeii and Herculaneum') be retained, the amount of content reduced, a review of gender equity in personalities be conducted, and thematic studies options including Australian/Indigenous and Pacific archaeology and further Asian topics be considered.
3. In reviewing the content for the Modern History course, the choice of topics and the relevance of the core, included in the HSC course be revised to provide opportunities for more contemporary study and breadth of choice.
4. In the revision and development of the Ancient History and Modern History courses, the historical investigations be retained and the content reviewed to strengthen the work of the historian and to ensure an appropriate scope of content for students undertaking both courses.
5. In the revision and development of the Ancient History and Modern History courses, consideration be given to ensuring an appropriate progression between the Preliminary and HSC content.
6. Further consideration be given to the role, revision and development of the History Extension course, examination and syllabus, including a reduction in content and clarity of course structure.
7. Options for the development of outcomes and content to enable students to study both Ancient History and Modern History Life Skills courses be investigated.
8. The rationale, outcomes and content of the History Life Skills course be reviewed to better meet the needs of the students for whom the course is intended, as well as to provide an appropriate progression from Stage 5 History Life Skills outcomes and content and alignment with the regular Stage 6 History courses where appropriate.

## 17. Appendix II

### Key matters raised during draft writing brief consultation and actions

Key matters	Actions
<p>The need to focus on the development of conceptual understanding and critical historical skills.</p>	<p>Opportunities for development of conceptual understanding and historical skills will be investigated in the syllabus development phase.</p>
<p>Option 3, including the Core Study: 'Cities of Vesuvius – Pompeii and Herculaneum', is the preferred option with a review of specific aspects of the course structure, topics and content.</p>	<p>Option 3 will form the basis for the Ancient History course structure – specific topics and content will be determined through analysis of feedback.</p>
<p>Support for retention of the Core Study, with clarification of the focus and scope of content to provide opportunities for depth of study.</p>	<p>The Core Study will be retained and the scope of content will be reviewed to provide opportunities for depth of study.</p>
<p>The need for Ancient History course to cater for the diversity of students in the Senior Years.</p>	<p>The scope and breadth of course content will be reviewed to provide greater flexibility to meet the needs of the diversity of learners.</p>