



A Guide to the New Ancient History Stage 6 Syllabus

The revised *Ancient History Stage 6 Syllabus* will replace the current syllabus in Ancient History Stage 6 (1999). It will be implemented with Year 11 students in 2005 and will be first examined in the HSC in 2006.

What is similar?

While the revised Ancient History Stage 6 Syllabus is different in many ways from the current syllabus, there are also many similarities. The revised syllabus continues to place an emphasis on what students know and can do as a result of studying Ancient History. The learning outcomes continue to be differentiated between Preliminary and HSC and to cater for the full range of students.

Most of the content builds on the current syllabus content but has been reorganised and presented in a simpler format. The *Students learn to* and *Students learn about* statements continue to describe the scope and depth of the outcomes.

In the Preliminary course, students will continue to undertake the introduction, *Investigating the Past: History, Archaeology and Science*. They will also continue to undertake at least one case study and at least one option for *Ancient Societies, Sites and Sources* from a different civilisation to that in the case study. Students will also continue to undertake case studies or societies developed by teachers, provided there is no overlap or significant duplication of any option attempted for the HSC Ancient History or History Extension courses.

In the HSC course, students will continue to undertake a *Personality*, an *Ancient Society* and a *Historical Period*. The HSC course requires study of at least two of the following civilisations: Greece, Rome, Egypt and the Near East.

Current programs may be modified to meet the requirements of the new syllabus and many existing units of work can form the basis of effective programs. Many existing resources will continue to be relevant.

The recent experience teachers gained in implementing the *Ancient History Stage 6 Syllabus* (1999) will assist in the implementation of the new syllabus.

What are the overall improvements?

The revised Ancient History Stage 6 syllabus provides:

- fewer, simpler outcomes organised in relation to objectives showing continuity with those in the *Years 7–10 History Syllabus*
- a simpler, more accessible content framework

- content of each section of the syllabus that has been reviewed to ensure greater coherence and more comparable experiences for students across the whole course regardless of the options they study.

What is different?

Course structure (pp 9–10)

The Preliminary course in Ancient History has been restructured into three parts:

- Part I: Introduction (a) Investigating the Past: History, Archaeology and Science
(b) Case Studies
- Part II: Ancient Societies, Sites and Sources
- Part III: Historical Investigation.

The new Preliminary course requires study of at least one case study, at least one study of ancient societies, sites and sources and a historical investigation.

The HSC course in Ancient History is structured in four parts:

- Part I Core: Cities of Vesuvius – Pompeii and Herculaneum (25% of the course)
- Part II ONE Ancient Society (25% of the course)
- Part III ONE Personality in Their Times (25% of the course)
- Part IV ONE Historical Period (25% of the course).

Outcomes (p 11)

The outcomes:

- have been reduced in number
- are simpler and more accessible for students and teachers
- show continuity with the *Years 7–10 History Syllabus*.

Content (pp 14–76)

The major change to the content has been to refine and simplify the common framework that establishes links between the Preliminary and HSC courses, and between the different parts of each course. The main elements of the framework continue to comprise the principal focus, the outcomes, and the *Students learn to* and *Students learn about* statements.

Changes to the content of the **Preliminary** course:

- The case studies have been reviewed and re-written. Tutankhamun’s Tomb has been added as a case study.
- The studies in Ancient Societies, Sites and Sources have been reviewed and re-written. Five new Ancient Societies, Sites and Sources have been added to the course: Alexandria, Ancient China in the Qin and Han Dynasties, the City of Rome, Roman Britain and the Celts in Europe. The Use of Roman Rhetorical/Historical Writings to Examine Roman Provincial Government has been removed.
- A historical investigation has been included that allows students to further develop relevant investigation, research and presentation skills.

Changes to the content of the **HSC** course:

- A core study, Cities of Vesuvius – Pompeii and Herculaneum, has been added to the HSC course. It is to be regarded as a Roman topic.
- All Roman Society options have been removed, while the Cities of Vesuvius – Pompeii and Herculaneum are the core study in Part I. Other changes are the removal of Middle Kingdom Egypt and the division of New Kingdom Egypt into two separate options: Society in New Kingdom Egypt to the Death of Amenhotep III and Society in New Kingdom Egypt during the Ramesside Period Dynasties XIX and XX.
- Jezebel and Scipio Africanus have been removed from the Personalities in their Times section, while Hannibal and Tiberius Gracchus have been added.
- In the Historical Periods, Old Kingdom Egypt has been amended to remove overlap with Old Kingdom Society. Middle Kingdom Egypt, Assyria 1115–727 BC, Greece: the Hellenistic Period and the Later Roman Empire have been removed. Rome: The Augustan Age 44 BC–AD 14 and the Julio-Claudians AD 14–69 are now separate options.

Assessment (pp 77–81)

There are some changes to the internal assessment advice to simplify and improve assessment requirements. Teachers are now able to use their discretion in determining the manner in which they allocate tasks within course content.

The change to the structure of the syllabus has allowed the structure of the examination to be simplified. There are four sections to the examination, corresponding to the four parts of the HSC course. All students will complete the core questions in Section I, and students will answer questions relating to the options they studied in Sections II, III, and IV. Each section of the examination is worth 25 marks.

A specimen paper package, consisting of the 2006 HSC Ancient History specimen paper, sample marking guidelines, mapping grid and 2006 HSC Ancient History Examination Support Material, is available from the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_list1.html

What support is available for implementing the revised syllabus?

Current resources are appropriate for use with the new syllabus although there may need to be some adjustments in the way teachers use them.

An *Ancient History Stage 6 Support Document* is being developed by the Board of Studies. It will be placed on the Board of Studies website later in 2004 to assist teachers in the implementation of the revised syllabus.

School systems and the History Teachers' Association of NSW provide ongoing support for the implementation of the Ancient History Stage 6 syllabus.

Features of the content pages

10.2 Part II: Ancient Societies

Principal Focus: The investigation of key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issues.

Percentage of course time: 25%

Outcomes

Students:

- H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context
- H 2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H 3.1 locate, select and organise relevant information from a variety of sources
- H 3.2 discuss relevant problems of sources for reconstructing the past
- H 3.3 analyse and evaluate sources for their usefulness and reliability
- H 3.4 explain and evaluate differing perspectives and interpretations of the past
- H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H 4.1 use historical terms and concepts appropriately
- H 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.

ONE ancient society is to be studied from the following:

Egypt

- A Society in Old Kingdom Egypt Dynasties III–VI
- B Society in New Kingdom Egypt to the death of Amenhotep III
- C Society in New Kingdom Egypt during the Ramesside period, Dynasties XIX and XX

Near East

- D Assyrian society from Sargon II to Ashurbanipal
- E Society in Israel from Solomon to the fall of Samaria
- F Persian society at the time of Darius and Xerxes

Greece

- G The Bronze Age – Minoan Crete
- H The Bronze Age – Mycenae
- I Spartan society to the Battle of Leuctra 371 BC
- J Athenian society in the time of Pericles

Students learn to:

- ask relevant historical questions
- locate, select and organise information from a range of sources to describe and analyse the key features of the ancient society
- describe and evaluate the role and nature of key features of the ancient society
- explain and assess the significance of historical factors contributing to change and continuity within the ancient society
- evaluate the usefulness and reliability of sources
- explain and evaluate differing perspectives and interpretations of the ancient society
- plan and present the findings of investigations on aspects of the ancient society, analysing and synthesising information from a range of sources
- communicate an understanding of relevant concepts, features and issues

The principal focus provides an overview linking key features of the content to archaeological and written sources and historiographical issues.

Outcomes are linked to content.

List of options set for study.

Content is expressed in *Students learn to* statements in a consistent format to be used in conjunction with what students learn about.

Option A Egypt: Society in Old Kingdom Egypt, Dynasties III – VI

Principal Focus: The investigation of the key features of society in Old Kingdom Egypt from the Third to the Sixth Dynasties, through a range of archaeological and written sources and relevant historiographical issues.

The principal focus is an overview linking key features of the content to archaeological and written sources and historiographical issues.

Students learn about:

1 Geographical environment

- geographical setting, natural features and resources of Old Kingdom Egypt
- significant sites: Memphis, Saqqara, Dahshur, Giza, Abusir

2 Social structure and political organisation

- roles and images of the king; concept of *maat*
- role of the official class: viziers, nomarchs, priests, overseers
- roles and status of women: royal and non-royal
- roles of scribes, artisans and agricultural workers

3 The economy

- importance of the Nile: agriculture, animal husbandry and transport
- economic exchange: taxation and trade
- crafts and industry: wood, stone and metal
- technology: tools, building materials, techniques and construction

4 Religion, death and burial

- kingship: titles, religious role, Heb-Sed festival
- gods, goddesses and cults: solar cult of Re, Osiris and the afterlife
- myths and legends: Creation myth, Osiris myth
- funerary customs, rituals and texts: afterlife concepts, mummification, funerals, Pyramid Texts
- architectural features of royal tombs: the Giza pyramid complexes of Dynasty IV
- architectural and decorative features of tombs of the nobility: Ankhmahor, Ptahhotep, Ti, Mereruka

5 Cultural life

- art: sculpture and wall reliefs
- writing and literature: *Westcar Papyrus*, *Instructions of Ptahhotep*

6 Everyday life

- daily life and leisure activities
- food and clothing
- housing and furniture
- occupations

Content is expressed in *Students learn about* statement headings with accompanying content lists.

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