

Ancient History Stage 6

Draft Writing Brief

October 2015

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Contents

1.	Introduction	4
	Diversity of learners	4
2.	Broad directions	6
3.	Rationale.....	7
	Proposed rationale for Ancient History Stage 6	7
4.	Aim.....	9
	Proposed aim for Ancient History Stage 6	9
5.	Objectives	10
	Proposed objectives for Ancient History Stage 6	10
6.	Outcomes.....	11
	Proposed outcomes for Ancient History Stage 6.....	11
7.	Course structure and options	12
	Proposed options for course structure for Ancient History Stage 6.....	12
8.	Learning across the curriculum	21
9.	Glossary.....	22
10.	Assessment and reporting	23

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 senior secondary Australian curriculum. BOSTES conducted consultation in August and September 2014 on proposed directions outlined in the [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#) document.

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Section 2 of this Draft Writing Brief.

The development of the *Ancient History Stage 6 Draft Writing Brief* takes account of the broad directions.

The Draft Writing Brief:

- proposes the nature and number of courses within each learning area
- proposes options for course structures
- provides information about how Australian curriculum content may be modified, reordered and supplemented for inclusion in the draft syllabus.

Following consultation on the Draft Writing Brief, a Consultation Report, detailing feedback received and the key matters arising from consultation will be published. The BOSTES endorsed final Writing Brief will inform the directions for draft syllabus development.

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

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.

Related Life Skills outcomes and content will be included and will align with the Years 11 and 12 content in the Ancient History Stage 6 Draft Syllabus.

2. Broad directions

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.

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 development of Draft Writing Briefs will determine 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.

3. Rationale

 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
- what the theoretical underpinnings are
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum.

 consult

Proposed rationale for Ancient History Stage 6

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.

4. Aim

 for your information

In NSW syllabuses, the aim provides a succinct statement 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.

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Proposed aim for Ancient History Stage 6

Ancient History Stage 6 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.

5. Objectives

 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.

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Proposed objectives for Ancient History Stage 6

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.

6. Outcomes

 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.

 consult

Proposed outcomes for Ancient History Stage 6

Up to 10 outcomes will be developed for each year. The following table presents a sample of some of the proposed outcomes.

<p>Objective Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of people, places, societies and events in the context of their times 	
<p>Preliminary outcome A student:</p> <ul style="list-style-type: none"> explains key features, events and developments and how they shaped aspects of the ancient world 	<p>HSC outcome A student:</p> <ul style="list-style-type: none"> explains and analyses key features, events and developments and how they shaped aspects of the ancient world


<p>Objectives Students:</p> <ul style="list-style-type: none"> undertake the process of historical inquiry, applying key historical concepts and skills communicate an understanding of history 	
<p>Preliminary outcomes A student:</p> <ul style="list-style-type: none"> interprets different types of sources for evidence to support a historical account or argument identifies and accounts for differing interpretations and representations of the past 	<p>HSC outcomes A student:</p> <ul style="list-style-type: none"> 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

This example illustrates the organisation for common objectives for Preliminary and HSC years. Some objectives may not be common.

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the Ancient History Stage 6 Syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

 consult

Proposed options for course structure for Ancient History Stage 6

Rather than stipulate a single approach, the Draft Writing Brief proposes options for possible course structure. The consultation process will inform the final structure which may be one of the options, or may involve a combination of the ideas presented.

The current Ancient History Stage 6 course enables students to investigate past people, groups, events, institutions, societies and historical sites. In the HSC course specifically, students study: two sites (Pompeii and Herculaneum), one society, one personality and one historical period.

Structural revision of the Ancient History Stage 6 course provides an opportunity to enhance the provision of a balanced, contemporary and relevant curriculum. The course structure options take account of various approaches to the practice of history, informed by developments that have taken place in the discipline of history internationally and in the teaching and learning of history.

Examples include:

- introducing some topics that offer a broader, contextualised view of the past, such as thematic studies that span civilisations and time periods, enabling students to make connections between ideas, events and developments across a wider canvas
- engaging with notions of interpretation and representation – the way the past is interpreted, depicted and debated in society
- ensuring a more balanced approach to the study of history that offers breadth of understanding with depth of example to ensure conceptual and skills development
- strengthening the application of key concepts of historical thinking, which will strengthen the continuum with the *History K–10 Syllabus*.

All options provide opportunity for students to develop an understanding of the nature of the study of Ancient History and the methods, problems and issues faced by historians and archaeologists. In all options students have the opportunity to undertake a historical investigation to apply key historical concepts and skills to an area of interest. This may be a discrete investigation or integrated with any aspect of the Preliminary course. The options provide for in-depth study and a broader understanding of the ancient world.

Students will continue to develop key historical skills associated with historical investigation and research, the analysis and use of sources, perspectives and interpretations, explanation and communication.

In these options, a majority of topic areas from the Australian curriculum for Ancient History have been included with some variations in framing, sequencing, emphasis, scope and depth, to provide a coherent curriculum that draws on the strengths of the existing NSW *Ancient History Stage 6 Syllabus*.

OVERVIEW OF OPTIONS 1–3

	Option 1	Option 2	Option 3
Preliminary	Investigating Ancient History <i>hours</i> (includes Case Studies and the Historical Investigation) 60	Investigating the Ancient World (includes Case Studies and the Historical Investigation) <i>hours</i> 60	Investigating the Ancient World (includes Case Studies) <i>hours</i> 60
	The Cradle of Civilisation? 30	Representing the Ancient Past (includes Ancient Personalities) 40	Themes in Ancient History 40
	Ancient Societies 30	Conserving the Ancient World 20	Historical Investigation 20
HSC	Cities of Vesuvius – Pompeii and Herculaneum (Core) 30	Cities of Vesuvius – Pompeii and Herculaneum (Core) 30	Cities of Vesuvius – Pompeii and Herculaneum (Core) 30
	Ancient Personality 30	Ancient Societies 30	Ancient Societies 30
	Historical Period 30	Historical Period (includes Ancient Personality) 30	Power and Authority in Ancient Times (Historical period includes Ancient Personality) 60
	Ancient Civilisations in Contact 30	Peoples of the Ancient World 30	
Overview of the options	<ul style="list-style-type: none"> The common and divergent features of early ancient civilisations A study of the Cities of Vesuvius as sites that reveal how people lived in ancient times and how the sites have been interpreted, reconstructed and managed over time An in-depth study of an ancient society and a wider study of the nature and impact of interactions between societies provide students with a broader understanding of the ancient world Studies of a personality and a historical period provide in-depth knowledge of selected aspects of the ancient world 	<ul style="list-style-type: none"> How sources have been used in various interpretations and representations of the ancient past A comparative study of the problems and issues relating to the sites of Pompeii and Herculaneum and another ancient site provides students with a broad understanding of the challenges of the conservation of ancient world heritage sites today A study of the Cities of Vesuvius with a focus on what the sites reveal about how people lived there in ancient times Studies of a society, a personality and a historical period provide in-depth knowledge of selected aspects of the ancient world The study of ‘peoples’ provides a broader perspective on the ancient world 	<ul style="list-style-type: none"> A comparative investigation of the nature and impact of a chosen theme across two ancient societies provides students with a broader approach to understanding the ancient world Includes a study of the Cities of Vesuvius as sites that reveal how people lived in ancient times and how the sites have been interpreted, reconstructed and managed over time An in-depth study of an ancient society and different representations of that society enables students to evaluate historical interpretations A study of power and authority in the ancient world with a focus on an individual in the context of a historical period provides students with opportunity to evaluate the impact of an individual on their time

OPTION 1 – Preliminary year

	Investigating Ancient History (includes Case Studies and the Historical Investigation)	The Cradle of Civilisation?	Ancient Societies
Focus of study	<p>At least TWO case studies from the ancient world to lay the foundation for subsequent studies – one of which will be from a non-Mediterranean society</p> <p>The nature of the sources for the study of Ancient History</p> <p>Methods, problems and issues involved in the study of Ancient History</p> <p>A range of case studies to investigate physical and written remains of the ancient world <i>through</i> relevant methods, problems and issues</p> <p>Students will undertake a historical investigation in an area of interest from the ancient world</p>	<p>The rise of complex societies in the ancient world</p> <p>Brief overview of the emergence of early civilisations/societies in various parts of the ancient world</p> <p>An in-depth investigation of the Tigris and Euphrates area in Mesopotamia – as the cradle of civilisation?</p> <p>Exploration of the ‘how’ and ‘why’ questions of history</p> <p>Interpretation of the available physical and written remains</p>	<p>ONE in-depth study of an ancient society</p> <p>The nature and key features of an ancient society through the available physical and written remains</p> <p>Differing perspectives from within the ancient society as revealed by the sources</p> <p>Evaluation of differing interpretations and representations of the society</p> <p>Contribution of ONE site or source for our understanding of the society</p>
Hours	60	30	30
Proposed topics/content	<p>Methods used by historians, archaeologists and other specialists to investigate physical and written remains from the problems and issues encountered in reconstructing the ancient past</p> <p>Case studies such as:</p> <ul style="list-style-type: none"> • an Aboriginal archaeological site • an ancient marine archaeological site • Jericho • Babylonia or Nineveh • an Aztec or Mayan city • Indian cave temples • pyramid complexes of Old Kingdom Egypt 	<p>Sites and sources of civilisation in Mesopotamia</p> <p>Critical analysis of the concept of ‘cradle of civilisation’</p> <p>Examples of complex societies from a range of other geographical locations (such as Mohenjo-Daro in the Indus Valley, Mesoamerican sites)</p>	<ol style="list-style-type: none"> 1. New Kingdom Egypt society to death of Amenhotep III 2. New Kingdom Egypt society during Ramesside period 3. Persian society at the time of Darius and Xerxes 4. Bronze Age – Minoan Crete 5. Bronze Age – Mycenae 6. Spartan society to the Battle of Leuctra, 371 BC 7. Athenian society in the time of Pericles 8. Society in India during the Mauryan Dynasty, 321–185 BC

OPTION 1 – HSC year

	Cities of Vesuvius – Pompeii and Herculaneum (Core)	Ancient Personality	Historical Period	Ancient Civilisations in Contact
Focus of study	<p>What the range and nature of sources reveal about life in the cities of Pompeii and Herculaneum, up to the eruptions of AD 79</p> <p>Issues of representation, reconstruction, ownership and custodianship of the past in relation to Pompeii and Herculaneum</p> <p>Impact of changing technologies on historical interpretations</p>	<p>ONE in-depth study of a historical personality</p> <p>Understanding of an ancient personality in the context of their time</p> <p>Differing perspectives and interpretations of the personality studied in ancient and modern sources</p> <p>Evaluation of the personality's significance and legacy</p>	<p>Brief overview of parallel developments across the ancient world to set the scene for the study</p> <p>ONE in-depth study of a historical period</p> <p>Interpretation of the available physical and written remains</p> <p>Significant developments and issues that shaped the period</p>	<p>Brief overview of the nature of the evidence for contacts between ancient societies</p> <p>Contacts such as trade and exchange; religions, cults and customs; and movements of peoples</p> <p>ONE theme studied in-depth – a study of key developments</p> <p>Investigation of relevant societies, sites and sources specified for the study</p>
Hours	30	30	30	30
Proposed topics/content	<p>Aspects of political, military, economic, social, religious and cultural life in Pompeii and Herculaneum</p> <p>Issues that relate to the management of these sites today</p>	<ol style="list-style-type: none"> 1. Hatshepsut 2. Akhenaten 3. Xerxes 4. Pericles 5. Alexander the Great 6. Julius Caesar 7. Agrippina the Younger 8. Cao Cao 	<ol style="list-style-type: none"> 1. New Kingdom Egypt to death of Thutmose IV 2. New Kingdom Egypt – Amenhotep III to death of Ramesses II 3. Persia – Cyrus II to death of Darius III 4. The Greek World, 500–440 BC 5. 4th century Greece to death of Phillip II 6. The fall of the Roman Republic, 78–31 BC 7. Augustan Age, 44 BC–AD 14 8. Julio-Claudians, AD 14–69 9. Late Han and Three Kingdom, AD 180–280 	<ol style="list-style-type: none"> 1. Colonisation and settlement 2. Traders and seafarers (<i>includes the Silk Road</i>) 3. The spread of ancient religions 4. Movements of ancient peoples 5. The rise of cultural centres (<i>includes Alexandria</i>) <p><i>Specific time frames to be developed for each topic</i></p>

OPTION 2 – Preliminary year

	Investigating Ancient History <i>(includes Case Studies and the Historical Investigation)</i>	Representing the Ancient Past <i>(includes Ancient Personalities)</i>	Conserving the Ancient World
Focus of study	<p>At least TWO case studies from the ancient world to lay the foundation for subsequent studies – one of which will be from a non-Mediterranean society</p> <p>The nature of the sources for the study of Ancient History</p> <p>Methods, problems and issues involved in the study of Ancient History</p> <p>A range of case studies to investigate physical and written remains of the ancient world <i>through</i> relevant methods, problems and issues</p> <p>Students will undertake a historical investigation in an area of interest from the ancient world</p>	<p>TWO case studies of societies, people, events or sites – that have been represented in different ways</p> <p>The ways in which they have been interpreted and represented from ancient to modern times by historians and through popular culture</p> <p>Critical examination of the historical basis for these representations using sources</p>	<p>Brief overview of ancient sites and sources at risk in different parts of the world</p> <p>Issues of conservation relating to ONE site or source – and for Pompeii and Herculaneum as a prelude to the HSC Core Study</p> <p>Challenges associated with the preservation, conservation and reconstruction of sites and sources from the ancient world</p> <p>Issues associated with ownership and display</p>
Hours	60	40	20
Proposed topics/content	<p>Methods used by historians, archaeologists and other specialists to investigate physical and written remains from the problems and issues encountered in reconstructing the ancient past</p> <p>Case studies such as:</p> <ul style="list-style-type: none"> • an Aboriginal archaeological site • an ancient marine archaeological site • Jericho • Babylonia or Nineveh • an Aztec or Mayan city • Indian cave temples • pyramid complexes of Old Kingdom Egypt 	<p>Case studies such as:</p> <ul style="list-style-type: none"> • Stonehenge • Troy • Roman Games • Boudicca • Masada • Early Christians • Socrates • Confucius • Hatshepsut • Alexander the Great • Hannibal • Julius Caesar • Akhenaten 	<p>ONE site or source with suggested studies provided, covering different regions of the world, for example: Europe, Egypt, the Middle East, Asia, South America, the Pacific, Australia</p> <p>Conservation at Pompeii and Herculaneum will be a required study</p>

OPTION 2 – HSC year

	Cities of Vesuvius – Pompeii and Herculaneum (Core)	Ancient Societies	Historical Period (includes Ancient Personality)	Peoples of the Ancient World
Focus of study	<p>What the range and nature of sources reveal about life in the cities of Pompeii and Herculaneum, up to the eruptions of AD 79</p> <p>Issues of representation and reconstruction</p> <p>Impact of changing technologies on historical interpretations</p>	<p>ONE in-depth study of an ancient society</p> <p>The nature and key features of an ancient society through the available physical and written remains</p> <p>Differing perspectives from within the ancient society as revealed by the sources</p> <p>Evaluation of differing interpretations and representations of the society</p> <p>Contribution of ONE site or source to our understanding of the society</p>	<p>Brief overview of parallel developments across the ancient world to set the scene for the study</p> <p>ONE in-depth study of a historical period with a particular focus on ONE personality</p> <p>Interpretation of the available physical and written remains</p> <p>Significant developments and issues that shaped the period</p> <p>Evaluation of the personality's historical significance</p> <p><i>See Option 1 for list of personalities</i></p>	<p>The physical and written evidence for cultural diversity within the society and cultural contacts with other peoples in the world at the time</p> <p>The perspectives of the society on other peoples – reactions of one to the other (<i>'peoples' to be specified</i>)</p> <p>Nature of the relationship between the society and other peoples and the reasons for that relationship</p> <p>The identity of the society as defined by its relationship with other peoples</p> <p>Significance of a site as a cultural centre of the society/ancient world</p>
Hours	30	30	30	30
Proposed topics/content	Aspects of political, military, economic, social, religious and cultural life in Pompeii and Herculaneum	<ol style="list-style-type: none"> 1. New Kingdom Egypt society to death of Amenhotep III 2. New Kingdom Egypt society during Ramesside period 3. Persian society at the time of Darius and Xerxes 4. Bronze Age – Minoan Crete 5. Bronze Age – Mycenae 6. Spartan society to the Battle of Leuctra, 371 BC 7. Athenian society in the time of Pericles 8. Society in India during the Mauryan Dynasty, 321–185 BC 	<ol style="list-style-type: none"> 1. New Kingdom Egypt to death of Thutmose IV 2. New Kingdom Egypt – Amenhotep III to death of Ramesses II 3. Persia – Cyrus II to death of Darius III 4. The Greek World, 500–440 BC 5. 4th century Greece to death of Phillip II 6. The Fall of the Roman Republic, 78–31 BC 7. Augustan Age, 44 BC–AD 14 8. Julio-Claudians, AD 14–69 9. Late Han and Three Kingdom, AD 180–280 	<ol style="list-style-type: none"> 1. Peoples of the World of New Kingdom Egypt, Hyksos to Sea Peoples (<i>Thebes – East and West</i>) 2. Peoples of the World of Achaemenid Persia, 550–330 BC (<i>Persepolis</i>) 3. Peoples of the Greek World, 800–330 BC (<i>Athens</i>) 4. Peoples of the Hellenistic World, 323–31 BC (<i>Alexandria</i>) 5. Peoples of the Roman World, 31 BC–AD 285 (<i>Rome</i>) 6. Peoples of the World of Ancient China, 202 BC–AD 280 (<i>Xi'an</i>)


OPTION 3 – Preliminary year

	Investigating Ancient History (includes Case Studies)	Themes in Ancient History	Historical Investigation
Focus of study	<p>At least TWO Case Studies from the ancient world to lay the foundation for subsequent studies – one of which will be from a non-Mediterranean society</p> <p>The nature of the sources for the study of Ancient History</p> <p>Methods, problems and issues involved in the study of Ancient History</p> <p>A range of case studies to investigate physical and written remains of the ancient world <i>through</i> relevant methods, problems and issues</p>	<p>At least ONE theme across TWO ancient societies through in-depth study</p> <p>Use of a comparative approach to develop a broader understanding of the ancient world</p> <p>Interpretation of physical and written remains to investigate and explain the nature and impact of the chosen theme(s) on the societies selected for study</p>	<p>ONE historical investigation into an area of interest focusing on the key concepts and skills of history</p> <p>Opportunity for students to develop investigative, research, analytical and communication skills</p> <p>Undertaken either individually or as a member of a group</p> <p>A discrete investigation or integrated with any aspect of the Preliminary course</p>
Hours	60	40	20
Proposed topics/content	<p>Methods used by historians, archaeologists and other specialists to investigate physical and written remains from the problems and issues encountered in reconstructing the ancient past</p> <p>Group A – Case studies such as:</p> <ul style="list-style-type: none"> • Historical authentication and reliability • Preservation, conservation and/or reconstruction of ancient sites • Cultural heritage and the role of museums • Treatment and display of human remains <p>Group B – Case studies such as:</p> <ul style="list-style-type: none"> • an Aboriginal archaeological site • an ancient marine archaeological site • an ancient Near Eastern city • an ancient society – Assyria, Israel, Old Kingdom Egypt 	<p>Themes to be investigated may include:</p> <ul style="list-style-type: none"> • slavery • art and architecture • technology and engineering • weapons and warfare • death: beliefs, rituals and funerary practices • forms of rule/political organisation 	<p>The processes of historical investigation</p> <p>Historical concepts including causation, continuity and change, perspectives, empathetic understanding, significance, contestability</p> <p>The application of processes and concepts to the investigation of a historical question, problem or issue</p>

OPTION 3 – HSC year

	Cities of Vesuvius – Pompeii and Herculaneum (Core)	Ancient Societies	Power and Authority in Ancient Times (Historical period includes Ancient Personality)
Focus of study	<p>What the range and nature of sources reveal about life in the cities of Pompeii and Herculaneum, up to the eruptions of AD 79</p> <p>Issues of representation, reconstruction, ownership and custodianship of the past in relation to Pompeii and Herculaneum</p> <p>Impact of changing technologies on historical interpretations</p>	<p>ONE in-depth study of an ancient society</p> <p>The nature and key features of an ancient society through the available physical and written remains</p> <p>Differing perspectives from within the ancient society as revealed by the sources</p> <p>Evaluation of differing interpretations and representations of the society</p> <p>Contribution of ONE site or source to our understanding of the society, in the context of other available sources</p>	<p>Brief overview of parallel developments across the ancient world to set the scene for the study</p> <p>ONE historical period and ONE personality</p> <p>Significant developments in power and authority that shaped the period</p> <p>The nature and exercise of power and authority – political, military, religious and economic</p> <p>The role of ONE personality who had a significant impact on their times</p> <p>Key concepts to include continuity, change and causation</p> <p><i>See Option 1 for list of personalities</i></p>
Hours	30	30	60
Proposed topics/content	<p>Aspects of political, military, economic, social, religious and cultural life in Pompeii and Herculaneum</p> <p>Issues that relate to the management of these sites today</p>	<ol style="list-style-type: none"> 1. New Kingdom Egypt society to death of Amenhotep III 2. New Kingdom Egypt society during Ramesside period 3. Persian society at the time of Darius and Xerxes 4. Bronze Age – Minoan Crete 5. Bronze Age – Mycenae 6. Spartan society to the Battle of Leuctra, 371 BC 7. Athenian society in the time of Pericles 8. Society in India during the Mauryan Dynasty, 321–185 BC 	<ol style="list-style-type: none"> 1. New Kingdom Egypt to death of Thutmose IV 2. New Kingdom Egypt – Amenhotep III to death of Ramesses II 3. Persia – Cyrus II to death of Darius III 4. The Greek World, 500–440 BC 5. 4th century Greece to death of Phillip II 6. The fall of the Roman Republic, 78–31 BC 7. Augustan Age, 44 BC–AD 14 8. Julio-Claudians, AD 14–69 9. Late Han and three kingdoms, AD 180–280

8. 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 Stage 6 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 ⭐

9. Glossary

 for your information

A glossary will be developed for the draft Ancient History Stage 6 Syllabus which explains terms that will assist teachers in the interpretation of the subject.

10. Assessment and reporting

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 Preliminary and HSC courses will be developed for the draft syllabus consultation in 2016.

The information will include:

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

Advice about assessment in relation to the Ancient History syllabus is contained in [*Assessment and Reporting in Ancient History Stage 6*](#). This document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses.

Consultation on assessment and reporting during the Draft Writing Brief phase will focus on providing feedback about assessment and reporting practices in schools, school-based assessment requirements, the use of technology in assessment, and external assessment programs.