

ANCIENT HISTORY STAGE 6

DRAFT SYLLABUS FOR CONSULTATION

20 JULY – 31 AUGUST 2016

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Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: mila.buraga@bostes.nsw.edu.au

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CONTENTS

[THE BOSTES SYLLABUS DEVELOPMENT PROCESS](#)

[INTRODUCTION](#)

[ANCIENT HISTORY KEY](#)

[RATIONALE](#)

[THE PLACE OF THE ANCIENT HISTORY STAGE 6 DRAFT SYLLABUS IN THE K–12 CURRICULUM](#)

[AIM](#)

[OBJECTIVES](#)

[OUTCOMES](#)

[COURSE STRUCTURE AND REQUIREMENTS](#)

[ASSESSMENT](#)

[CONTENT](#)

[ANCIENT HISTORY YEAR 11 COURSE CONTENT](#)

[ANCIENT HISTORY YEAR 12 COURSE CONTENT](#)

[GLOSSARY](#)

THE BOSTES SYLLABUS DEVELOPMENT PROCESS

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This followed state and territory Education Ministers' endorsement of senior secondary Australian curriculum.

The development of the Stage 6 syllabuses involved expert writers and opportunities for consultation with teachers and other interest groups across NSW in order to receive the highest-quality advice across the education community.



A number of key matters at consultations were raised, including the need for the curriculum to cater for the diversity of learners, the broad range of students undertaking Stage 6 study in NSW, development of skills and capabilities for the future, school-based assessment and providing opportunities for assessing and reporting student achievement relevant for post-school pathways.

There was broad support that changes to curriculum and assessment would contribute to the reduction of student stress. BOSTES will continue to use NSW credentialling processes aligned with Stage 6 assessment and HSC examination structures.

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

ASSISTING RESPONDENTS

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

CONSULTATION

The *Ancient History Stage 6 Draft Syllabus* is accompanied by an online consultation [survey](#) on the BOSTES website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is revised.

The consultation period is from 20 July to 31 August 2016.

Written responses may be forwarded to:

Louise Brierty
Senior Project Officer, Curriculum Projects
GPO Box 5300
Sydney NSW 2001

Or emailed to: louise.brierty@bostes.nsw.edu.au

Or faxed to: (02) 9367 8476

INTRODUCTION

STAGE 6 CURRICULUM

Board of Studies, Teaching and Educational Standards NSW (BOSTES) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives, whether that is academic study, vocational education or employment. The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding, values and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

The Stage 6 syllabuses reflect the principles of the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008). The syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The Stage 6 syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for students to succeed in and beyond their schooling. In particular, the literacy and numeracy skills needed for future study, employment and life are provided in Stage 6 syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The syllabuses have considered agreed Australian curriculum content and included content that clarifies the scope and depth of learning in each subject.

Stage 6 syllabuses support a standards-referenced approach to assessment by detailing the essential knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. In accordance with the *Statement of Equity Principles*, Stage 6 syllabuses take into account the diverse needs of all students. The syllabuses provide structures and processes by which teachers can provide continuity of study for all students.

DIVERSITY OF LEARNERS

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including Students with special education needs, Gifted and talented students and Students learning English as an additional language or dialect (EAL/D).

STUDENTS WITH SPECIAL EDUCATION NEEDS

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. 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.

Students with special education needs can access the Stage 6 outcomes and content in a range of ways. 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 Stage 6 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Ancient History
- Special education needs
- Life Skills.

GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the Ancient History Stage 6 syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

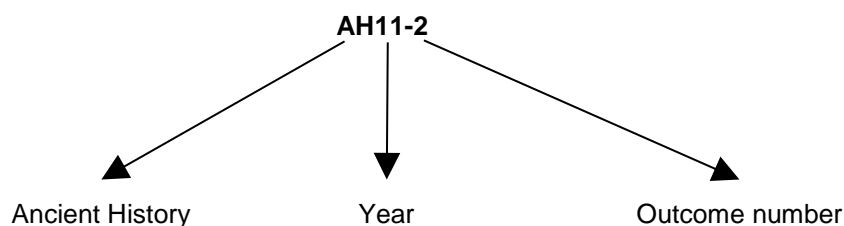
ANCIENT HISTORY KEY

The following codes and icons are used in the *Ancient History Stage 6 Draft Syllabus*.

OUTCOME CODING

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

In the *Ancient History Stage 6 Draft Syllabus*, outcome codes indicate the subject, Year and outcome number. For example:

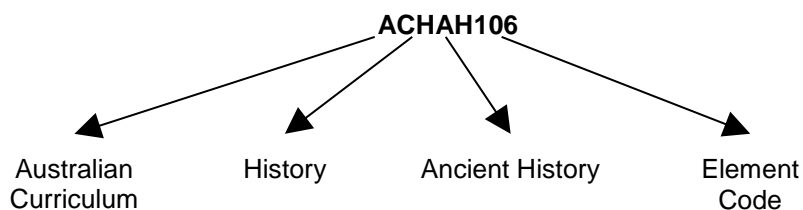


Outcome code	Interpretation
AH11-1	Ancient History, Year 11 – Outcome number 1
AH12-4	Ancient History, Year 12 – Outcome number 4
AH6LS-6	Ancient History, Stage 6, Life Skills – Outcome number 6

CODING OF AUSTRALIAN CURRICULUM CONTENT

Australian curriculum content descriptions included in the syllabus are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:














The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) (ACHAH106).



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACHAH106, ACHAH115, ACHAH118).

LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Ancient History Stage 6 Draft Syllabus*.

Cross-curriculum priorities	
	Aboriginal and Torres Strait Islander histories and cultures
	Asia and Australia's engagement with Asia
	Sustainability
General capabilities	
	Critical and creative thinking
	Ethical understanding
	Information and communication technology capability
	Intercultural understanding
	Literacy
	Numeracy
	Personal and social capability
Other learning across the curriculum areas	
	Civics and citizenship
	Difference and diversity
	Work and enterprise

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, including:

- 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 Stage 6 curriculum
- how it prepares students for post-school pathways.



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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. This includes an appreciation of the diversity and longevity of Australia's Aboriginal and Torres Strait Islander cultures.

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 compare these with those offered in published works.

The study of Ancient History is of contemporary relevance. 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 world's cultural heritage.

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.

THE PLACE OF THE ANCIENT HISTORY STAGE 6 DRAFT SYLLABUS IN THE K–12 CURRICULUM

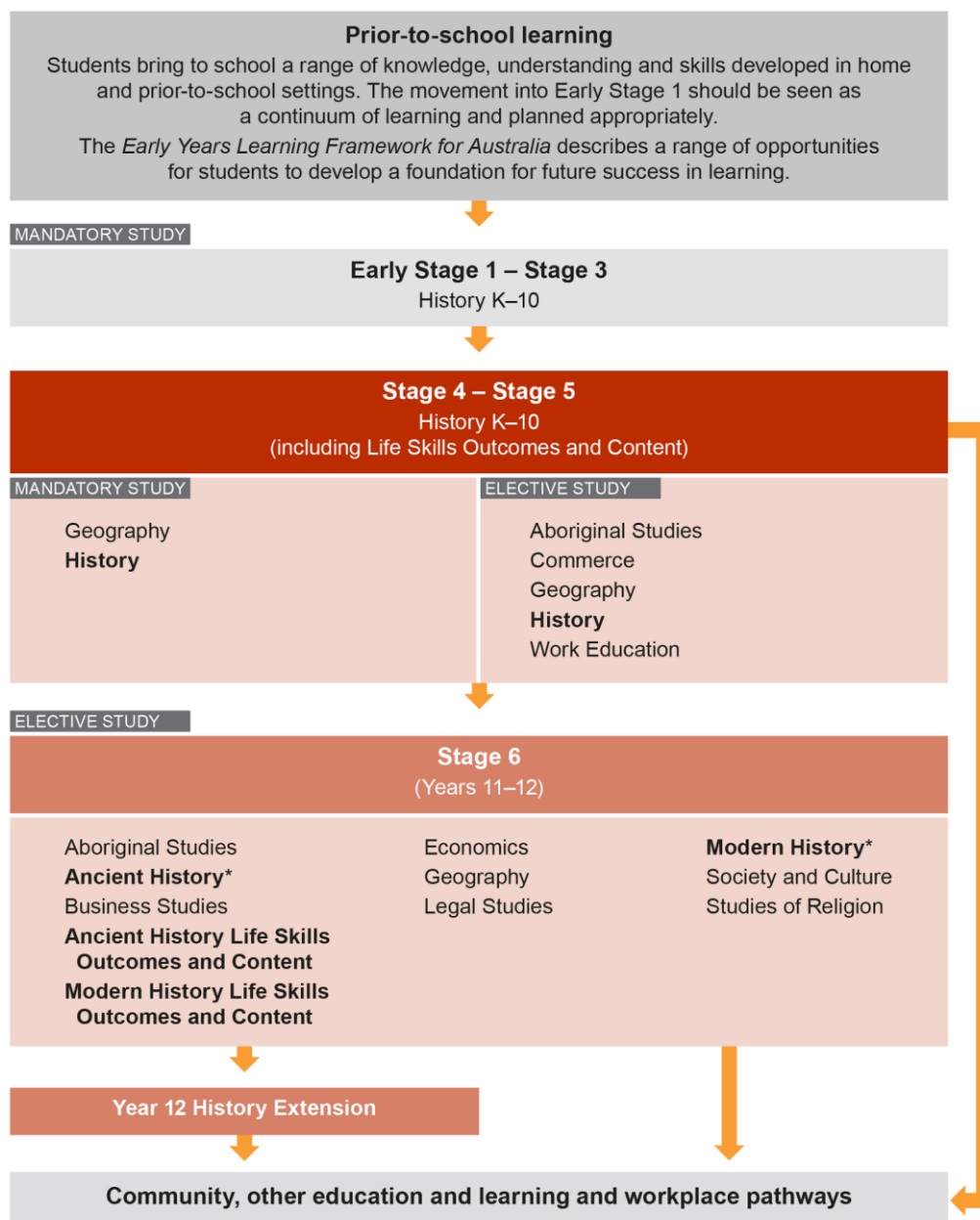


for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the Ancient History Stage 6 syllabus in the K–12 curriculum as a whole.



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* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

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 and sequentially amplify details of the intention of the syllabus.



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The study of Ancient History in Stage 6 enables 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.

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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KNOWLEDGE AND UNDERSTANDING

Students:

- develop knowledge and understanding of people, places, societies, events and developments of the ancient world in their historical context
- develop an understanding of relevant problems and issues.

SKILLS

Students:

- undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues
- communicate an understanding of history, sources and evidence, and historical interpretations.

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.

OUTCOMES



for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Year 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.



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TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

KNOWLEDGE AND UNDERSTANDING

Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of people, places, societies, events and developments of the ancient world in their historical context develop an understanding of relevant problems and issues 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
AH11-1 describes contemporary methods and issues involved in the investigation of ancient history AH11-2 explains historical features, events and developments of the ancient world and how they shaped the past AH11-3 describes the different perspectives of individuals and groups and their role in events and developments AH11-4 assesses the significance of historical features, people, places, events and developments in the ancient world AH11-5 analyses relevant historical sources and issues in the investigation of the ancient past	AH12-1 describes key features of continuity and change in the ancient world AH12-2 explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past AH12-3 accounts for the different perspectives and role of individuals and groups in their historical context AH12-4 assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance AH12-5 analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past AH12-6 analyses issues relating to the conservation of the ancient past

SKILLS

Objectives Students: <ul style="list-style-type: none"> undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues communicate an understanding of history, sources and evidence, and historical interpretations 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 identifies and accounts for differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions using evidence</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>	<p>AH12-7 critically analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-8 explains and evaluates differing interpretations and representations of the past</p> <p>AH12-9 plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources</p> <p>AH12-10 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>

COURSE STRUCTURE AND REQUIREMENTS



for your information

The following provides an outline of the Year 11 and Year 12 course structure and requirements for the *Ancient History Stage 6 Draft Syllabus* with indicative hours, arrangement of content, and an overview of course content.



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	Ancient History	Indicative hours
Year 11 course (120 indicative hours)	Investigating Ancient History <ul style="list-style-type: none"> The nature, methods and issues of Ancient History Case Studies 	60
	The Nature of the Ancient Past	40
	Historical Investigation	20
Year 12 course (120 indicative hours)	CORE: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in Their Times	30
	Historical Periods	30

Year 11 Course (120 indicative hours)

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

Students are required to study the three areas of the Year 11 course, as listed below.

1. Investigating Ancient History – 60 indicative hours

- (a) The nature, methods and issues of Ancient History
- (b) Case Studies

Students undertake:

- at least **TWO** options from 'The nature, methods and issues of Ancient History', AND
- at least **TWO** case studies. Teachers may develop their own case studies.

ONE case study must be from Egypt, Greece, Rome or Celtic Europe.

ONE case study must be from Near East, Asia, the Americas or Australia.

The table in the 'Investigating Ancient History – Case Studies' section of this syllabus provides case study options schools may wish to pursue.

Note: Each study should be a minimum of 10 indicative hours.

Case studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

2. The Nature of the Ancient Past – 40 indicative hours

At least ONE study of a key feature of an ancient society should be undertaken.

A range of possible studies is provided within 'The Nature of the Ancient Past' section of this syllabus.

Schools may choose to develop an additional study.

Studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

3. Historical Investigation – 20 indicative hours

The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

The investigation must not overlap or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

Further detail on the investigation is provided within the Historical Investigation section of this syllabus.

Choices of studies across the Year 11 course must be chosen from different civilisations.

Year 12 Course (120 indicative hours)

The course comprises a study of:

Core: Cities of Vesuvius – Pompeii and Herculaneum

ONE 'Ancient Societies' topic

ONE 'Personalities' topic

ONE 'Historical Periods' topic

The course requires study from at least **TWO** of the following areas:

1. Egypt
2. Near East
3. Greece
4. Rome

The core study, 'Cities of Vesuvius – Pompeii and Herculaneum', is a Roman study.

ASSESSMENT



for your information

The key purpose of assessment is to gather valid and useful information about student learning and achievement. It is an essential component of the teaching and learning cycle. School-based assessment provides opportunities to measure student achievement of outcomes in a more diverse way than the HSC examination.

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement. Assessment for, as and of learning are important to guide future teaching and learning opportunities and to give students ongoing feedback. These approaches are used individually or together, formally or informally, to gather evidence of student achievement against standards. Assessment provides teachers with the information needed to make judgements about students' achievement of outcomes.

Ongoing stakeholder feedback, analysis of BOSTES examination data and information gathered about assessment practices in schools has indicated that school-based and external assessment requirements require review and clarification. The HSC Reforms outline changes to school-based and HSC assessment practices to:

- make assessment more manageable for students, teachers and schools
- maintain rigorous standards
- strengthen opportunities for deeper learning
- provide opportunities for students to respond to unseen questions, and apply knowledge, understanding and skills to encourage in-depth analysis
- support teachers to make consistent judgements about student achievement.

Students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the assessment activity. Schools can make decisions to offer adjustments to coursework and school-based assessment.

Life Skills

Students undertaking Years 11–12 Life Skills courses will study selected outcomes and content. Assessment activities should provide opportunities for students to demonstrate achievement in relation to the outcomes, and to apply their knowledge, understanding and skills to a range of situations or environments.

The following general descriptions have been provided for consistency. Further advice about assessment, including in support materials, will provide greater detail.

Assessment for Learning	<ul style="list-style-type: none">• enables teachers to use formal and informal assessment activities to gather evidence of how well students are learning• teachers provide feedback to students to improve their learning• evidence gathered can inform the directions for teaching and learning programs.
Assessment as Learning	<ul style="list-style-type: none">• occurs when students use self-assessment, peer-assessment and formal and informal teacher feedback to monitor and reflect on their own learning, consolidate their understanding and work towards learning goals.
Assessment of Learning	<ul style="list-style-type: none">• assists teachers to use evidence of student learning to assess student achievement against syllabus outcomes and standards at defined key points within a Year or Stage of learning.
Formal assessment	<ul style="list-style-type: none">• tasks which students undertake as part of the internal assessment program, for example a written examination, research task, oral presentation, performance or other practical task• tasks appear in an assessment schedule and students are provided with sufficient written notification• evidence is gathered by teachers to report on student achievement in relation to syllabus outcomes and standards, and may also be used for grading or ranking purposes.
Informal assessment	<ul style="list-style-type: none">• activities undertaken and anecdotal evidence gathered by the teacher throughout the learning process in a less prescribed manner, for example class discussion, questioning and observation• used as part of the ongoing teaching and learning process to gather evidence and provide feedback to students• can identify student strengths and areas for improvement.
Written examination	<ul style="list-style-type: none">• a task undertaken individually, under formal supervised conditions to gather evidence about student achievement in relation to knowledge, understanding and skills at a point in time, for example a half-yearly, yearly or trial HSC examination• a task which may include one or more unseen questions or items, assessing a range of outcomes and content.



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Ancient History Draft Assessment Requirements

The new guidelines for school-based assessment provide specific advice about the number of formal assessment tasks, course components and weightings, and the nature of task types to be administered in Year 11 and Year 12.

The components and weightings for Year 11 and Year 12 are mandatory.

Year 11

- There will be 3 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination
- One task must be an historical investigation with a weighting of 20–30%.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in: <ul style="list-style-type: none"> • analysis, synthesis and evaluation of historical information from a variety of sources • evaluation of historical interpretations. 	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Year 12

- There will be no more than 4 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination, eg a trial HSC, with a maximum weighting of 25%
- One task must relate to the 'Personalities in their Times' topic selected with a weighting of 20–30%.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in: <ul style="list-style-type: none"> • analysis, synthesis and evaluation of historical information from a variety of sources • evaluation of historical interpretations. 	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

Ancient History Draft Examination Specifications

Sections
Section I – Cities of Vesuvius – Pompeii and Herculaneum Part A - Objective and short response questions Part B - One extended response <i>Questions may include sources</i>
Section II – Ancient Societies One question for each topic made up of parts <i>Questions may include sources</i>
Section III – Historical Periods One short response question and one extended response question for each topic <i>The extended response question will be based on an historical interpretation</i>

HSC examination specifications will be reviewed following finalisation of syllabuses.

Updated assessment and reporting advice will be provided when syllabuses are released.

The Assessment Certification Examination website will be updated to align with the new syllabus implementation timeline.

CONTENT

For Kindergarten to Year 12 courses of study and educational programs are based on the outcomes and content 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.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully transition to their selected post-school pathway.

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. These skills 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 ⭐



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Aboriginal and Torres Strait Islander histories and cultures 🖐️

The Aboriginal and Torres Strait Islander histories and cultures is addressed in the study of Ancient History through the investigation of 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, enabling them to investigate the ethical concerns associated with the treatment and display of physical and human remains.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

Asia and Australia's engagement with Asia 🇦🇺

Asia and Australia's engagement with Asia includes study of India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Chinese society. Students have the opportunity to compare and contrast the religious practices of ancient China with those of other civilisations. The study of Ancient History 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 🌱

The study of Ancient History provides an opportunity for students to explore the way past people and communities depended upon and managed the Earth's resources. Access to natural resources in ancient times provided the motivation for settlement, migration, trade, conflict and cultural development. An investigation of the positive and negative impact of people on pre-modern environments allows students to identify the relationship communities had to the land. Sustainability also provides opportunities to study the use of technology in ancient times to access resources and control the environment.

Critical and creative thinking ⚙️

Critical and creative thinking is inherent in the process of historical investigation. 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.

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.

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.

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.

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 for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and ability 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.

Personal and social capability

Personal and social capability skills are developed and practised in Ancient History 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.

Civics and citizenship

Through the study of Ancient History, students will investigate and explore how their own and other societies have organised themselves, and how the ideals and practices of their own democratic society have evolved over time. Investigation of the ancient world will allow students to further their understanding of the rights and responsibilities of individuals, and how this has differed in a range of communities and over time. Students will have the opportunity to explore past notions of citizenship through a wide variety of studies, including the roles of men, women and children, voting rights and slavery.

Difference and diversity

The study of Ancient History necessitates an investigation into the difference and diversity within and between past communities. Students explore the varying perspectives of individuals and groups over time and attempt to understand the actions, values, attitudes and motives of people from the past. Students engage in a comparative study of marginalised individuals, due to characteristics including race, gender, and socio-economic status.

Work and enterprise

An investigation of living and working conditions of the people of the past provides great insight into cultural features of past communities. Strong links to the resources available, technological developments, trade and contact with other peoples and the value placed upon certain endeavours may be made with the actions of individuals and communities. The study of occupations people of the past engaged in allows students to better understand the needs and wants of past peoples, their social status, education, and the values of the community they were a part of.

ORGANISATION OF CONTENT

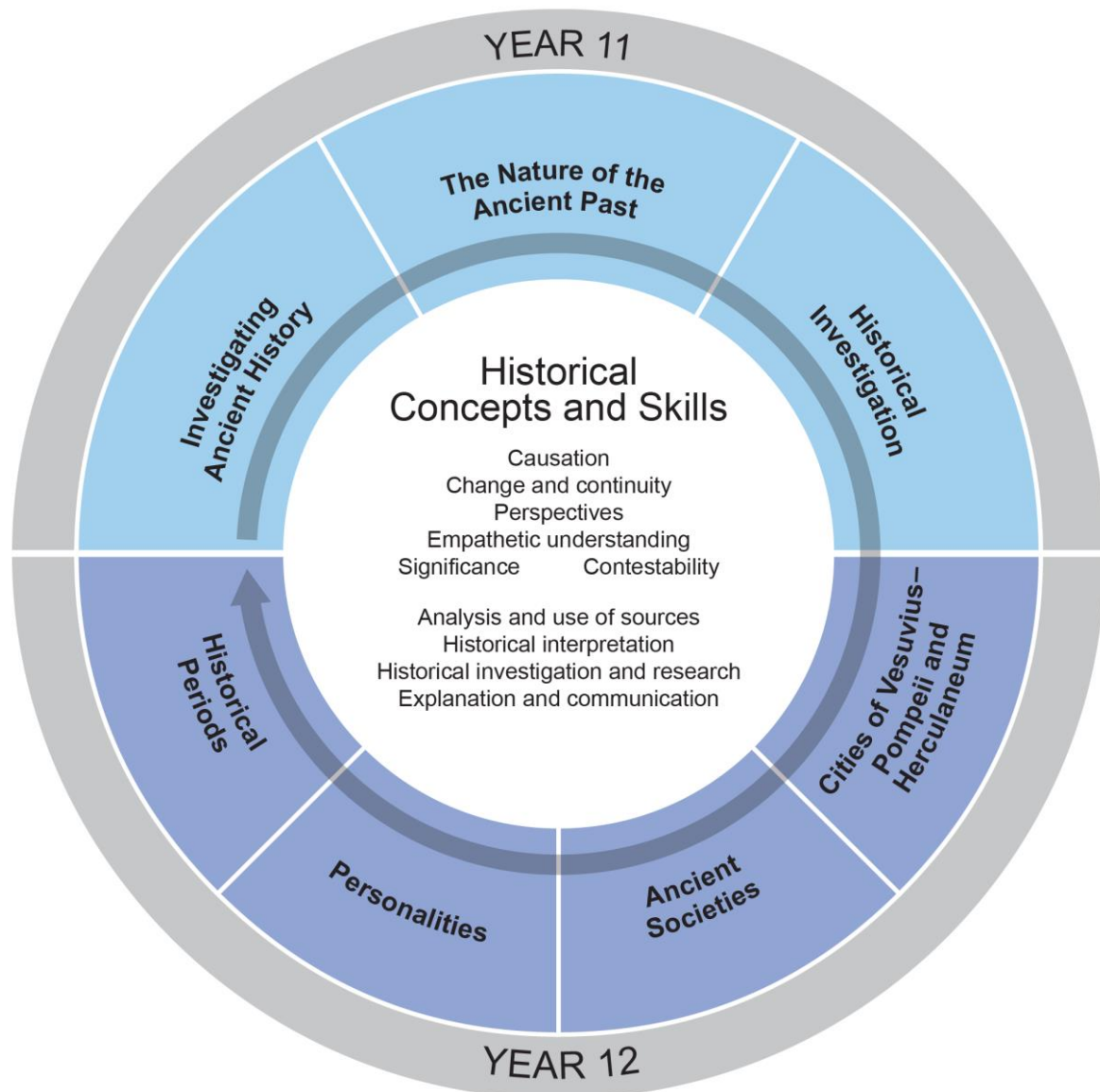


for your information

The following provides a diagrammatic representation of the relationships between syllabus content.



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ANCIENT HISTORY YEAR 11 COURSE CONTENT



consult

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, societies and historical sites through archaeological and written sources by applying the methods used by historians, archaeologists and other related specialists and scholars.

Year 11 course (120 indicative hours)	Ancient History	Indicative hours
	Investigating Ancient History <ul style="list-style-type: none">The nature, methods and issues of Ancient HistoryCase Studies	60
	The Nature of the Ancient Past	40
	Historical Investigation	20

Students are required to study all three sections of the course. The 'Historical concepts and skills' content is to be integrated throughout the course. The case studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises the following sections:

Investigating Ancient History – 60 indicative hours

- (a) The nature, methods and issues of Ancient History
- (b) Case Studies

Students undertake:

- at least **TWO** options from 'The nature, methods and issues of Ancient History', AND
- at least **TWO** Case Studies. Teachers may develop their own case studies.

ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.

ONE case study **must** be from Near East, Asia, the Americas or Australia.

The table in the 'Investigating Ancient History - Case Studies' section of this syllabus provides case study options schools may wish to pursue.

Case studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

Case studies are inquiry-based investigations into past societies, places, people, developments or concepts in ancient history. They are oriented towards the problems and issues of investigating the past. Case studies in the Year 11 course are intended to provide students with opportunities to:

- study the various ways in which historians and archaeologists investigate and construct the past: the types of questions they ask, the explanations they give and the issues they raise
- question, analyse and interpret archaeological and written sources
- generate hypotheses and weigh up contemporary theories and explanations on the basis of the available evidence.

Case studies provide an historical context within which students can learn about relevant methods and issues.

Note: Each case study should be a minimum of 10 indicative hours.

The Nature of the Ancient Past – 40 indicative hours

Students undertake a study of an ancient society focusing on ONE key feature as appropriate for the society selected.

Teachers may wish to develop an additional study of a different society which could include either the same or an alternate key feature.

A range of possible studies is provided within 'The Nature of the Ancient Past' section of this syllabus.

Studies of features of ancient societies are concerned with seeking the explanations to the 'how' and 'why' questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed. These studies provide students with opportunities to develop an understanding of:

- the social history of a people through an investigation of the remains of their material culture
- the key developments and forces that may have shaped the selected feature
- the nature of the available sources.

Studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

Historical Investigation – 20 indicative hours

The investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or as part of a group.

The investigation must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.




Further detail on the investigation is provided within the Historical Investigation section of this syllabus.




Choices of studies, other than those offered here, must be chosen from different civilisations.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the content of the course.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)   




Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation


Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes   

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   



Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)  

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

INVESTIGATING ANCIENT HISTORY – THE NATURE, METHODS AND ISSUES OF ANCIENT HISTORY (60 INDICATIVE HOURS)



consult

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of ancient history AH11-1
- > analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- > identifies and accounts for differing interpretations and representations of the past AH11-7
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AH6LS-1, AH6LS-3, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-11

CONTENT FOCUS

Students develop an understanding of the nature of ancient history through an investigation of relevant methods and issues.

Students investigate at least **TWO** of the following:




1. The investigation of ancient sites and sources
2. Historical authentication and reliability
3. Preservation, conservation and/or reconstruction of ancient sites
4. Cultural heritage and the role of museums
5. The treatment and display of human remains





The studies selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of 'Investigating Ancient History'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  








1. THE INVESTIGATION OF ANCIENT SITES AND SOURCES

CONTENT FOCUS

Students investigate the nature of ancient sites and sources, including the contribution of archaeology and science to our understanding of the past.

CONTENT

Students investigate:

- the changing nature of archaeological excavation and recording techniques
- the contribution of archaeological and scientific techniques to the discovery and investigation of the ancient past, including site surveys using radar, excavation, dating methods, forensic examination and DNA analysis (ACHAH018) 
- problems associated with reconstructing the past through archaeological evidence: ancient customs and religious beliefs   
- the contribution and limitations of ancient texts, inscriptions and iconography to an understanding of the ancient past   

Examples that could be used to illustrate aspects of the content include: Theban Mapping Project; marine archaeology; Dead Sea Scrolls; selected excerpts from Herodotus or Thucydides; the Nazca Lines – Peru.

2. HISTORICAL AUTHENTICATION AND RELIABILITY

CONTENT FOCUS

Students investigate problems relating to the authentication and reliability of ancient sources.

CONTENT

Students investigate:

- 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 (ACHAH017) 🖐️ ⚙️ ⚖️ 📖
- methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018) 🖐️ 📖
- ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACHAH019) ⚙️
- the motivations of the perpetrators of fakes and forgeries (ACHAH020) 🖐️ ⚙️ 🌐

Examples that could be used to illustrate aspects of the content include: Piltdown Man; Turin Shroud; Priam's treasure; KV5 tomb; Homer's Iliad; Dead Sea Scrolls.

3. PRESERVATION, CONSERVATION AND/OR RECONSTRUCTION OF ANCIENT SITES

CONTENT FOCUS

Students investigate the methods and issues related to the preservation, conservation and/or reconstruction of ancient sites.

CONTENT

Students investigate:

- the nature of the site(s), and the condition and extent of the remains (ACHAH021) 🖐️✋
- 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, deliberate destruction, pillaging, poverty) (ACHAH022) 🖐️✋⚙️⚖️
- 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 UNESCO, and international efforts to protect ancient sites of world heritage significance (ACHAH023) 🖐️⚙️⚖️🗿
- the reconstructions of the ancient site(s), for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda (ACHAH024) 🖐️⚙️🗿📺

Examples that could be used to illustrate aspects of the content include: Giza; Knossos; The Athenian Agora; Persepolis; Teotihuacan; Terracotta Warriors; a recent example of a site at risk.




















4. CULTURAL HERITAGE AND THE ROLE OF MUSEUMS

CONTENT FOCUS

Students investigate the significance of artefacts in relation to cultural heritage, ownership and the role of museums.

CONTENT

Students investigate:

- the nature and significance of the cultural property for the society to which it belongs (ACHAH025)
  
- the arguments for and against the return of the cultural property to its original home (ACHAH026)
    
- the nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027)    
- the role of museums in acquiring, collecting and storing artefacts/cultural materials (ACHAH028)
  
- 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 (ACHAH029)    

Examples that could be used to illustrate aspects of the content include: Bust of Nefertiti; Parthenon Sculptures; Crowther Collection; Priam's treasure.

5. THE TREATMENT AND DISPLAY OF HUMAN REMAINS

CONTENT FOCUS

Students investigate the preservation, analysis, significance and display of human remains.

CONTENT

Students investigate:

- the condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACHAH030) 🖐️ ⚙️
- the methods and results of scientific analysis (dating of finds and forensic techniques) and modern preservation of the remains (ACHAH031) 🖨️
- the significance of the human remains and other sources (eg written) 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 (ACHAH032) 🌐 🗺️ ⭐
- the ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACHAH033) 🖐️ ⚙️ ⚖️

Examples that could be used to illustrate aspects of the content include: Aboriginal Australians; mummified remains; bog bodies; Ötzi – the Iceman.

INVESTIGATING ANCIENT HISTORY – CASE STUDIES

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of ancient history AH11-1
- > explains historical features, events and developments of the ancient world and how they shaped the past AH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments AH11-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world AH11-4
- > analyses relevant historical sources and issues in the investigation of the ancient past AH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- > identifies and accounts for differing interpretations and representations of the past AH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence AH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AH6LS-1, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine aspects of the history of the ancient world.

Students study **TWO** case studies, choosing **ONE** from List A and **ONE** from List B.
Teachers may develop their own case studies.

List A: Case studies from Egypt, Greece, Rome, Celtic Europe	List B: Case studies from the Near East, Asia, the Americas, Australia
A1. Alexandria A2. Boudicca A3. Deir el-Medina A4. The Celts A5. The Roman Games A6. Thera A7. Troy A8. Tutankhamun's tomb	B1. Ancient Australia B2. Ashoka B3. Entombed warriors of Xian B4. Nineveh B5. Masada B6. Teotihuacan B7. The emergence of early societies

The studies selected must address the outcomes listed above.

*Other possible case studies related to **List A** could include:*

- Pyramids of Giza
- Mycenae
- Greek drama
- City of Rome
- Roman Britain
- The Gracchi.

*Other possible case studies related to **List B** could include:*

- Jericho
- Lachish
- Persepolis
- Confucius
- Battle of Red Cliffs
- The Maya.

Case studies must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

Teacher-developed case studies must include the aspects of study identified in the following framework:

- methods of investigating the ancient past as relevant
- key historical features and issues
- the role of individuals and/or groups in their historical context
- key events, their causes and how they shaped the past
- the significance of the site, individual or society.

A1: ALEXANDRIA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Alexandria.

CONTENT

Students investigate:

- representations of Alexandria – ancient and/or modern 🏛️ 📖 🌐 🗺️
- geographic and historical context: location, topography and town planning; Alexander the Great and foundation of the city, city under the Ptolemies, impact of Rome 🌐 🗺️
- early excavations and underwater archaeological discoveries
- the nature of the available sources: written records, houses, tombs, shrines, sherds 🌐 🗺️
- architecture – structure, decoration, purpose and function: the Pharos lighthouse, the Temple of Sarapis, the Serapeum, palaces and temples, the harbour, gymnasium, theatre and stadium 🏛️ 🌐
- social and political life: the Greek elite, Egyptians, Jews and other immigrants, privileges and roles of a citizen, the role of the ruler, social control, public entertainment and spectacles 🏛️ 🌐
- economic life: the significance of the Mediterranean and the Nile, trade and commerce, industries and employment 🌐 ⭐
- religious and cultural life: Egyptian cults, beliefs and practices, Hellenised Jews, the Library of Alexandria, educational and philosophical schools, the sciences and literature 🏛️ 🌐

A2: BOUDICCA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the role and impact of Boudicca.

CONTENT

Students investigate:

- representations of Boudicca – ancient and/or modern (ACHAH079, ACHAH082) 🏛️ 📖 🌐 🗺️
- background of the Celts: tribal organisation of Britain, identification and location of the Iceni, nature of the sources relating to Prasutagus and Boudicca 🌐 🗺️
- overview of the Roman conquest of Britain and the nature of Romanisation 🏛️ 🌐
- organisation of Roman Britain: role of governor, role of veterans in the towns of Camulodunum, Verulamium, Londinium, imperial cult at Camulodunum 🌐
- the works of Tacitus and Cassius Dio – reasons for the revolt; Boudicca, Trinovantes and other Celts, descriptions of Boudicca (ACHAH010, ACHAH012, ACHAH080) ⚙️ 🗺️
- overview of the campaign: Celtic fighting methods, Roman weapons and tactics, role of Boudicca, role of Suetonius Paulinus 🌐
- aftermath of the revolt: results and consequences for the Celts and Romans ⚙️ 🌐
- archaeological evidence of the revolt

A3: DEIR EL-MEDINA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Deir el-Medina.

CONTENT

Students investigate:

- representations of the ancient Egyptians – ancient and/or modern 🏛️ 📖 🌐 🎓
- the village of Deir el-Medina: location and purpose; founders: Amenhotep I and his mother Ahmose-Nefertari 🌐 🎓
- stages of settlement from the Eighteenth to the Twentieth Dynasties 🌐 🎓
- work of modern Egyptologists: Mariette, Maspero, Schiaparelli, Bruyere and Cerny 📖 🎓
- sources available: houses, tombs, shrines, ostraca, records (ACHAH303) 📖 🎓
- village workers: social structure, occupations, commerce and trade
- construction of royal tombs in the Valley of the Kings, eg tombs of Thutmose III and Seti I, construction of non-royal tombs, eg tombs of Sennedjem, and Kha and Meryt, the workers' strike and tomb robberies (ACHAH164, ACHAH301) 🌐 🎓 🏛️ 🗡️ ⚔️
- role of women: wife and mother, rights, work outside the house, the unmarried woman and the 'stranger', images of women in the written and archaeological record 🏛️ 🌐 ⚔️
- everyday life: housing and furniture, food, leisure, clothing and jewellery 🌐 ⚔️ ⚔️
- religious beliefs and practices: gods and goddesses of New Kingdom Egypt, festivals, magic, amulets, oracles, 'personal piety' 🌐 ⚔️
- burial beliefs and practices: royal and non-royal tombs: changing structures and decoration, the *Book of the Dead*, coffins and other tomb contents 🏛️ 🌐 🎓 ⚔️

A4: THE CELTS

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of the Celts.

CONTENT

Students investigate:

- representations of the Celts – ancient and/or modern, such as their depiction as barbarians in Roman sources and freedom fighters in British and Gallic tradition (ACHAH081) 🏛️ 📖 🌐 🗺️
- the geographical and historical context of the early Celtic people: Urnfield (1200 – 600 BC), Hallstatt (700 – 500 BC) and the development of the culture, significant Celtic remains La Tène Culture (500 BC – AD 100): forts and settlements; Maiden Castle – Dorset, Heuneberg – Germany, Castro de Viladonga (Rei), near Lugo, Spain (ACHAH079) 🌐 🗺️
- burial sanctuaries and cemeteries, social organisation, technology and art, Druids and beliefs in the afterlife
- the nature of contact with other civilisations: Boudicca, Cassivellaunus, Commius, Vercingetorix (ACHAH079) 🏛️ 🌐
- the contribution of ancient written sources: Lucan, Polybius, Strabo (Britons or Celts), Livy (Celtic attack on Etruscans), Diodorus Siculus on their appearance, Barbarian traits of Celtic people: Caesar's Gallic War VII, Appian, Dio Cassius *Roman History* Books 40 & 43 (Vercingetorix), Book 62 (Boudicca), Tacitus *The Annals* Books 14 (ACHAH080) 🏛️ 🗺️
- archaeological evidence of Celtic people, 'Bog Bodies', such as Lindow Man, Tollund Man, Windeby Girl 🧑 🧑 🧑













A5: THE ROMAN GAMES

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of the Roman games.

CONTENT

Students investigate:

- representations of the Roman games – ancient and/or modern (ACHAH061, ACHAH062)   
- Roman games from the earliest depictions of gladiators and charioteers 4th century BC to frescoes and mosaics of Late Imperial Rome  
- evidence from a range of sources such as: amphitheatres: Flavian amphitheatre, circus maximus and provincial amphitheatres; frescoes, mosaics, tomb epitaphs, graffiti, armour, weapons tombs, ancient sources such as Seneca (ACHAH060)  
- Roman games: nature of warfare, armour, weapons, evidence of entertainment; types of gladiators 
- the nature of armour and weaponry – metallurgy, fighting techniques, body protection technology, medicine and the treatment of external wounds
- gladiators and chariot racing in Roman culture: free/slaves, revolts (Spartacus)  
- the political role of the Roman games: the emperor, senate, 'bread and circuses', the people, the might of Rome (ACHAH059, ACHAH061)  

A6: THERA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Thera.

CONTENT

Students investigate:

- representations of Thera – ancient and/or modern (ACHAH036, ACHAH037) 🏛️ 📖 🌐 🗺️
- location of Thera/Santorini in relation to mainland Greece and Crete (ACHAH034)
- discovery and excavations at Thera/Santorini: German, Spyridon Marinatos, Dumas (ACHAH034)
- the interpretation of the wall paintings of Santorini: Akrotiri: the Spring Fresco, the Young Boxers, the Naval Campaign Fresco and the Fisherman Fresco (ACHAH035) 🌐
- the pottery and architecture of Akrotiri (ACHAH035) 🌐
- significance of the site as a trading or religious settlement (ACHAH036) 🌐
- evidence of relationship of Thera to the Minoan civilisation on Crete (ACHAH036) 🌐
- theories about the role of the eruption at Thera in ending the Minoan civilisation (ACHAH036) ⚙️
- the dating of the Thera eruption and the extent of its impact in the Aegean world (ACHAH038) 🌐
















A7: TROY

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Troy.

CONTENT

Students investigate:

- representations of the destruction of Troy – ancient and/or modern (ACHAH050, ACHAH051) 
-    an historical overview of the Bronze Age world: major cultures and sites, social, economic, political structures (ACHAH049) 
- Trojan legends: Greek gods, Homer and the Epic Cycle eg ancient and modern views before Schliemann 
- discovery and excavation of Troy: Calvert, Schliemann, Dorpfeld, Blegen, Korfman; and Schliemann's excavation at Mycenae (ACHAH050, ACHAH052) 
- written sources: Linear B – tablets from Pylos, Homer's *Iliad*, Euripides' *Women of Troy*, Hittite diplomatic archive 
- archaeological sources: evidence of different layers of Troy throughout the ancient past (ACHAH049)  
- role and status of women: treatment of Helen, fate of Trojan and Greek women, goddesses  
- an assessment of the evidence for Troy and the Trojan War: history or myth, Homer's *Iliad*, Schliemann – father of archaeology or fraud, the legacy of the Trojan War   

A8: TUTANKHAMUN'S TOMB

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine Tutankhamun's tomb.

CONTENT

Students investigate:

- representations of Tutankhamun – ancient and/or modern, such as 'Tutmania' and the 'mummy's curse' 🏛️ 🖼️ 🌐 🗑️
- an historical overview of New Kingdom Egypt, the religious crisis and mystery of the pharaonic line at the time of Tutankhamun 🌐 🗑️
- discovery and excavation of the tomb by Howard Carter including an investigation into the development of early archaeological techniques 🌐 ⚡
- examination of the features and content of Tutankhamun's tomb: size and structure, burial furniture, possessions, wall paintings and decorations 🖼️ 📖
- burial customs of New Kingdom Egypt: mummification, funeral procession, burial and the role of the gods 🗑️ 🌐 ✝️
- investigation of tomb paintings and the information provided about burial, deities, afterlife, funerary beliefs and practices 🖼️ 🌐
- the condition of the human remains found in the tomb and how they were preserved and removed (ACHAH030) 🏛️ 🌐 ✝️
- methods and results of scientific analysis (forensic techniques) and modern preservation of the remains: CT scans and DNA testing: new theories about his life and causes of death; recent discoveries (ACHAH031) 🖼️ 🗑️
- 21st-century archaeology and ethical issues in the preservation and examination of Tutankhamun's remains

B1: ANCIENT AUSTRALIA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of ancient Australia through the study of ONE site. Sites to investigate may be selected from the local area OR from other parts of Australia, for example:

- Burrup Peninsula – Western Australia
- Lake Condah – Victoria
- Sydney Harbour – New South Wales
- Willandra Lakes – New South Wales
- Wollemi National Park – New South Wales

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

CONTENT

Students investigate:

- representations of ancient Australia, such as origins and its longevity 🏛️💻🌐🗺️
- the scope and diversity of Aboriginal language groups across Australia 🗺️
- the geographical context of ONE site 🗺️💻
- archaeological sources at the site and their condition, eg tools, grinding stones, shell middens, scarred trees, carved trees, iconography, human remains 🗺️🏛️
- the approximate dating of the archaeological sources through the use of scientific analysis 💻
- oral history and communication: the knowledge of the custodians of the site 🗺️🌐
- significance of the site to Aboriginal communities 🗺️🌐🗺️
- value to our understanding of Australia's ancient past 🗺️🌐🗺️
- significance of the site today – issues relating to conservation and promotion of the site as Australia's heritage 🗺️🏛️🌐🗺️

B2: ASHOKA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Ashoka.

CONTENT

Students investigate:

- representations of Ashoka – ancient and/or modern 🌐 🏛️ 📖 🌐 🗺️
- an historical overview of the Mauryan Empire and Chandragupta Maurya 🌐 🌐 🗺️
- features of the physical environment: topography and resources 🌐 🗺️
- features of the administration, economy and religion in the empire 🌐 🏛️ 🌐
- the nature of sources and evidence – written sources: Edicts of Ashoka, Ashokavadana (Asokavadana), Mahavamsa; archaeological sources: Pillars of Ashoka, The Great Stupa at Sanchi, Lion Capital of Ashoka (Ashokmudra), 80-pillar hypostyle hall at Kumhrar 🌐 🗺️
- family background, early life and career, problems with succession (ACHAH239) 🌐
- early reign, expansion of the empire (ACHAH246) 🗺️
- the Battle of Kalinga: aims, outcome and impact on Ashoka, interpretations of his personality and behaviour before and after the battle (ACHAH098, ACHAH246) 🌐 🌐
- extent and impact of Ashoka's pacifism 🏛️ 🌐
- trade and spread of Buddhism 🌐 🏛️
- assessment of his life and reign: approaches to religion; administration (ACHAH248) ⚙️ 🏛️
- use of Buddhist sources and the Edicts of Ashoka in reconstructing his life and the question of whether Ashoka converted to Buddhism (ACHAH010, ACHAH011, ACHAH012) ⚙️ 🏛️

B3: ENTOMBED WARRIORS OF XIAN

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the entombed warriors of Xian.

CONTENT

Students investigate:

- representations of the entombed warriors – ancient and/or modern 🌐 📖 🌐 🗺️
- an historical and geographical overview of Ancient China: Xia to Zhou 🌐 🗺️
- the accession of Qin Shi Huangdi, the First Emperor of China
- mausoleum of the First Emperor of China, Mount Lishan, Xian, discovery of burial vaults, terracotta warriors and horses, excavation and history of the tomb, the extent of the finds 🌐 🗺️
- construction and structure of the burial vaults of the terracotta warriors: method of concealment, location and purpose 🌐
- evidence of ancient manufacturing technologies and the terracotta warriors, use of applied science to determine extent of skilled workmanship, eg facial recognition software 🌐 📖 🗺️
- Terracotta Warriors: nature of warfare, armour, weapons, evidence of army organisation, features and status of foot soldiers, officers and cavalrymen, implications regarding the power of the emperor 🌐 🗺️
- metallurgy and military science: armour and weapons – technology and knowledge of metals 🌐
- reliability and debate over representations of Emperor Qin Shi Huangdi including the works of *Sima Qian* and the evidence of the entombed warriors 🌐 ⚙️ 🗺️
- significance of the mausoleum to the Chinese people and as a world heritage site: presentation of Terracotta Warriors (Museum site), and challenges of ongoing archaeology (ACHAH028) 🌐 🗺️

B4: NINEVEH

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Nineveh.

CONTENT

Students investigate:

- representations of Nineveh/Assyrian society – ancient and/or modern 🏛️ 📖 🌐 🗺️
- an overview of the early Assyrian Empire from Tiglath-Pileser I to Sennacherib, early capital cities: Nimrud and Khorsabad 🏛️ 🌐
- Nineveh as a centre of Assyrian power – geographic location and city features 🌐
- the discovery and location of Nineveh (Mosul) – mounds Kuyunjik and Nebi Yunis (ACHAH022)
- the nature of archaeological excavation over time, including the discovery of skeletal and archaeological remains (ACHAH021, ACHAH023) 🏛️ 🗺️ 🌐
- archaeological finds, architectural features and palace wall reliefs of the site: the palaces of Assurnasirpal II, Sennacherib and Ashurbanipal; temples of Nabu and Ishtar; armoury (for Esarhaddon); the Royal Library of Ashurbanipal; walls and gates; rivers and canals; wells and gardens 🌐
- role of archaeologists in representations of the site: Royal Library of Ashurbanipal, George Smith and the 'Flood Tablet' ⚙️ 🌐
- debate about the destruction of Nineveh and the role of ongoing archaeology ⚙️ 🏛️ 🌐
- evidence for and contestability over the destruction of Nineveh: role of recent archaeology eg mudbrick defences, religious artefacts, weapons and 'traumatised' skeletal remains at Halzi Gate, Nineveh ⚙️ 🏛️ 🌐


















B5: MASADA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Masada.

CONTENT

Students investigate:

- representations of Masada – ancient and/or modern (ACHAH042)    
 - the location and geographical features of Masada (ACHAH039)  
 - the Roman control of Judaea and the organisation of a Roman province (ACHAH039)
 - the concept of client kings/states, religious beliefs, policies of Roman emperors leading to the First Jewish War or First Roman War with particular focus on Vespasian and Titus (ACHAH039) 
 - archaeological evidence/site of Masada: work of Yigael Yadin, concept of 'patriotic' archaeology (ACHAH040)   
 - role of *Sicarii* (Jewish rebels), occupation of Masada: the people at Masada (ACHAH039)
 - military campaign: role of Flavius Silva (ACHAH039) 
 - organisation of the Roman army, the Roman camp (ACHAH039) 
 - Roman siege weapons: Eleazar bin Yair – leadership and strategy (ACHAH039)
 - archaeological site of the Roman camp (ACHAH039)
 - end of Masada AD 73–74 and the aftermath (ACHAH039) 
 - the accuracy of Josephus Flavius' account in *The Jewish War*, debates about the meaning of the events at Masada in AD 73–74, and the role of archaeology (ACHAH040) (ACHAH043)   
- 

B6: TEOTIHUACAN

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Teotihuacan.

CONTENT

Students investigate:

- representations of Teotihuacan – ancient and/or modern 🏛️ 📖 🌐 🗺️
- the location and geographical features of the Teotihuacan Valley: urban and rural inhabitants, chinampas, caves 🌿 🏠
- stages and nature of occupation – Maya, Mixtec, Zapotec, arrival of the Aztec 🌐
- significance of the Teotihuacan Mapping Project, the issues surrounding a lack of evidence ⚙️
- architecture: city alignment, urban design (barrios and apartment compounds), temples, Pyramids of the Sun and Moon, Temple of the Feathered Serpent, Avenue of the Dead 🌿 🌐
- art: murals, glyphs, pottery, significance of the depiction of water in art 🌿 🌐
- religion: deities, funerary marks, ritual sacrifice, burials 🌐
- daily life: social classes, family, economic activity 🌿 ⭐
- contact with others: multiculturalism, trade 🌿
- theories surrounding the collapse of Teotihuacan: natural disaster, internal rebellion, external attack ⚙️ 🌐
- World Heritage site: tourism and conservation

B7: THE EMERGENCE OF EARLY SOCIETIES

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the emergence of early settled societies in the ancient world.

CONTENT

Students investigate:

- representations of the emergence of early settled societies in the ancient world, such as Mesopotamia 🏛️ 📜 🌐 🗺️
- the question of where, when and why the earliest settled societies developed in various places across the world ✂️
- the discovery and excavation of sites that reveal evidence of early settlement
- the nature and limitations of the evidence that exists, such as art, iconography, writing, tools and pottery ⚙️ 🌐 🗺️
- the Indus Valley Civilization/Harappan culture and the sites of Mohenjo-Daro and Harappa ✂️ 🌐 🗺️
- Ur and the Sumerian early dynastic period: archaeological and written evidence ✂️ 🌐 🗺️
- the defining characteristics of the earliest societies eg farming, social classes, writing, religion, rule of law, art and architecture, trade ✂️ ⚙️ 🏛️ 🌐 🗺️
- the nature of the early settled societies that appeared in ONE of the following regions: Africa, Asia, South America, Europe

THE NATURE OF THE ANCIENT PAST (40 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of ancient history AH11-1
- > explains historical features, events and developments of the ancient world and how they shaped the past AH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments AH11-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world AH11-4
- > analyses relevant historical sources and issues in the investigation of the ancient past AH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- > identifies and accounts for differing interpretations and representations of the past AH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence AH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AH6LS-1, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

Through the interpretation of historical sources, students investigate key features of ancient societies to develop an understanding of the nature of the ancient past.

Students undertake a study of an ancient society focusing on ONE key feature as appropriate for the society selected.

Teachers may wish to develop an additional study of a different society which could include either the same or an alternate key feature.

The key features and societies are to be drawn from the following:

Key features	Societies
<ul style="list-style-type: none">• Women• Slavery• Art and architecture• Weapons and warfare• Death and funerary customs• Power and image	<ul style="list-style-type: none">• Egypt• Assyria• Persia• Israel• Greece• Rome• Celtic Europe• India• China

The study(ies) selected must address the outcomes listed above.

The following are provided as some possible studies of key features and ancient societies:

- Women in Ancient Greece
- Slavery in Ancient Rome
- Art and architecture in Ancient Rome
- Weapons and warfare in Ancient China
- Death and burial customs in Ancient Egypt
- Power and image in Ancient Assyria




An appropriate historical period should be identified that provides scope for examining features of continuity and change.





The study(ies) chosen must not overlap with or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.




HISTORICAL CONCEPTS AND SKILLS


The following are to be integrated with the selected study(ies) for 'The Nature of the Ancient Past'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    


Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical study question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

CONTENT

Students investigate:

- the chronological and geographical context of the society within the ancient world (ACHAH104, ACHAH105) 🌐 📖
- the key social, economic, religious and political features of the society, as an overview (ACHAH106) ⚖️ 🌐 📖

ONE of the following features in-depth as appropriate for the society selected.

WOMEN

The role and impact of women, including:

- the range of sources available for women and gaps in the evidence 📖
- the nature of the sources and what they reveal of attitudes towards women (ACHAH107)
- depictions of women and men in the historical record and how they compare ⚙️ 📖
- the role of women within the family and in the economy (ACHAH107) 🌐
- reasons for the status and role of women in religious and political life (ACHAH107)
- the impact and representation of influential women
- evidence of change and/or continuity

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)
- evidence of change and/or continuity

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) 📖
- evidence of change and/or continuity

WEAPONS AND WARFARE

The development of weaponry and methods of warfare, including:

- the nature of the sources for weapons and warfare (ACHAH125) ⚙️ 📖
- the composition and role of armies and navies and changes in forms of weapons and military tactics (ACHAH126) 🌐
- the life of soldiers, their training and the conditions of service (ACHAH127)
- the significance of the military (ACHAH128) ⚖️ 🌐
- the political, economic and social impact of warfare and conquest (ACHAH129) ⚖️ 🌐
- evidence of change and/or continuity

DEATH AND FUNERARY CUSTOMS

The different beliefs, rituals and funerary practices, including:

- the nature of the sources for beliefs, rituals and funerary practices (ACHAH140) ⚙️
- the key beliefs and rituals (ACHAH141) 🌐
- the influence and significance of beliefs and rituals (ACHAH142)
- attitudes to and beliefs about death and the concept of an afterlife (ACHAH143) 🏛️ 🌐
- funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status 🌐
- evidence of change and/or continuity

POWER AND IMAGE

The nature of power and authority and how it was represented, including:

- the key authority figures, such as kings, queens, political leaders
- the images of authority figure(s) as revealed through a range of sources, such as reliefs, sculpture and written accounts 🏛️
- the political, military and religious roles of authority figure(s) and how they maintained their power
- the ruling elite, the nature of their position within society and the importance of the military in political life 🌐
- the reputation and contribution of ONE key authority figure as revealed, for example through their relationships with others, building programs, trade and/or conquest
- evidence of change and/or continuity

HISTORICAL INVESTIGATION (20 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes contemporary methods and issues involved in the investigation of ancient history AH11-1
- > explains historical features, events and developments of the ancient world and how they shaped the past AH11-2
- > describes the different perspectives of individuals and groups and their role in events and developments AH11-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world AH11-4
- > analyses relevant historical sources and issues in the investigation of the ancient past AH11-5
- > analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- > identifies and accounts for differing interpretations and representations of the past AH11-7
- > plans and conducts historical investigations and presents reasoned conclusions using evidence AH11-8
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AH6LS-1, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

Students engage in ONE historical investigation through which they further develop their skills.

The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on those in the History Years 7–10 syllabus. Ancient History students will access the Year 11 outcomes at different levels depending on their abilities and previous experience. The investigation also provides the context for a practical application of the general capabilities.

The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project.

Students should be encouraged to choose a topic and presentation style that reflects their individual interests and abilities.

Possible historical investigations include:

- aspects of an ancient society as revealed through sources
- the causes and impacts of an historical event
- the significance of an historical development
- tracing the development of an aspect of the ancient past over time through a thematic approach
- the analysis of an historical debate
- the contribution of an historical site to our understanding of the past
- constructions of the ancient past
- an interpretation or representation of an individual, group or event.




History Extension will further develop investigative, research and presentation skills for those students who choose to take the course.





The investigation must not overlap with or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the 'Historical Investigation'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

CONTENT

The process of historical investigation involves:

- planning and conducting historical investigations using historical concepts
- formulating historical questions and hypotheses relevant to the investigation ⚙️
- locating and interrogating a range of sources 📖 📱
- selecting and organising relevant information from sources 📖 📱
- identifying different perspectives evident in sources ⚙️ ⚖️ 🌐
- analysing sources for their usefulness and reliability for the question(s) asked ⚙️
- developing and/or examining historical interpretations ⚙️ 📖 📱
- using sources to develop a view about an historical issue ⚙️ 📖 📱
- synthesising information from a range of sources to develop and support a reasoned historical account or argument ⚙️
- using historical terms and concepts appropriately 📖
- presenting and communicating the findings of a historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT 📖 📱

ANCIENT HISTORY YEAR 12 COURSE CONTENT



consult

Year 12 course (120 indicative hours)	Ancient History	Indicative hours
	CORE: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities	30
	Historical Periods	30

Year 12 Course (120 indicative hours)

The course comprises a study of:

Core: Cities of Vesuvius – Pompeii and Herculaneum

ONE 'Ancient Societies' topic

ONE 'Personalities' topic

ONE 'Historical Periods' topic

The course requires study from at least **TWO** of the following areas:




1. Egypt
2. Near East
3. Greece
4. Rome




The core study, 'Cities of Vesuvius – Pompeii and Herculaneum', is a Roman study.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the content of the course.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)   

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation

Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes   

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   



Historical investigation and research




Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)  

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)   

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

CORE: CITIES OF VESUVIUS – POMPEII AND HERCULANEUM (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes features of continuity and change in the ancient world AH12-1
- > explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past AH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context AH12-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance AH12-4
- > analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past AH12-5
- > analyses issues relating to the conservation of the ancient past AH12-6
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7
- > explains and evaluates differing interpretations and representations of the past AH12-8
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources AH12-9
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-10

Related Life Skills outcomes: AH6LS-2, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-7, AH6LS-8, AH6LS-9, AH6LS-10




CONTENT FOCUS





Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, through an exploration of issues relating to reconstruction, ownership and custodianship of the past.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of 'Cities of Vesuvius – Pompeii and Herculaneum'.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

CONTENT

Overview – Non-examinable content

Historical context of Pompeii and Herculaneum

Students investigate:

- the eruption of AD 79 (ACHAH367, ACHAH372)
- early discoveries and the changing nature of the excavations in the 19th and 20th centuries (ACHAH369) 🏛️ 🌐
- the range of available sources, both written and archaeological (ACHAH368, ACHAH379, ACHAH380) ⚙️ 📖
- representations of Pompeii and Herculaneum over time (ACHAH383) 🖼️ 📖

Focus of study – Examinable content

Geographical context

Students investigate:

- the geographical setting and natural features of Pompeii and Herculaneum (ACHAH365) ✈️
- plans and streetscapes of Pompeii and Herculaneum (ACHAH371)

Interpreting the sources for Pompeii and Herculaneum

Students investigate:

- the evidence provided by the range of sources, including ancient writers, public and private buildings, official inscriptions, graffiti, wall paintings, statues, mosaics, human and animal remains from Pompeii and Herculaneum for:
 - the eruption: sequence, impact, preservation of the sites (ACHAH367, ACHAH372) ✈️
 - the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) 🌐 ⭐
 - social structure: men, women, freedmen, slaves (ACHAH375) 🏛️ 🌐
 - local political life: decuriones, magistrates, comitium 🌐 🗳️
 - everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply and sanitation (ACHAH377) 🌐 ⭐
 - religion: temples, household gods, foreign cults, tombs (ACHAH376) 🌐
 - influence of Greek and Egyptian cultures: art, architecture, religion (ACHAH378) 🌐

Investigating, reconstructing and conserving the past

Students investigate:

- changing interpretations: impact of new research and technologies (ACHAH381, ACHAH385) ⚙️ 🖼️
- issues of conservation and reconstruction: Italian and international contributions and responsibilities; impact of tourism (ACHAH370) ⚙️ 🏛️
- ethical issues: excavation/conservation, study and display of human remains ⚙️ 🏛️

ANCIENT SOCIETIES (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes key features of continuity and change in the ancient world AH12-1
- > explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past AH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context AH12-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance AH12-4
- > analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past AH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7
- > explains and evaluates differing interpretations and representations of the past AH12-8
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources AH12-9
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-10

Related Life Skills outcomes: AH6LS-2, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

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

Students study key features and issues of the history of ONE of the following:




- A. New Kingdom Egypt society to the death of Amenhotep III
- B. New Kingdom Egypt society during the Ramesside period
- C. Society in Israel from Solomon to the fall of Samaria
- D. Persian society at the time of Darius and Xerxes
- E. Bronze Age – Minoan Crete
- F. Spartan society to the Battle of Leuctra 371 BC
- G. Athenian society in the time of Pericles





The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of the selected ancient society.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

OPTION A: NEW KINGDOM EGYPT SOCIETY TO THE DEATH OF AMENHOTEP III

CONTENT FOCUS

Through an investigation of key features of New Kingdom Egypt society to the death of Amenhotep III, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of New Kingdom Egypt and its neighbours (ACHAH105) ✦
 - significant sites: Thebes, Valley of the Kings, Malkata (ACHAH105)

Focus of study

- Social structure and political organisation
 - roles and images of the pharaoh; concept of *maat* (ACHAH109, ACHAH110, ACHAH161) ✦✦
⚖️ 🌐
 - roles of the vizier and members of the religious, administrative and military elites (ACHAH109, ACHAH110, ACHAH161)
 - nature and role of the army (ACHAH126, ACHAH128)
 - roles and status of women: royal and non-royal (ACHAH107) ⚖️
 - scribes, artisans and agricultural workers (ACHAH106, ACHAH161)
- The economy
 - importance of the Nile: agriculture, animal husbandry, transport ✦
 - economic exchange: barter and taxation (ACHAH114, ACHAH167) ✦
 - impact of empire: booty, tribute and trade ⚖️ ✦
 - occupations, crafts and industry: wood, stone and metal (ACHAH112) ✦ 🌐 ✦
 - technology: tools, building materials, techniques and construction (ACHAH132) ✦
- Religion, death and burial
 - gods, goddesses, cults and priesthoods including Amun-Re, Osiris (ACHAH141) ⚖️ 🌐
 - festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival (ACHAH141) 🌐
 - myths and legends: Creation myth, Osiris myth ⚖️ 🌐
 - funerary customs, rituals and texts: afterlife concepts, mummification (ACHAH144) 🌐 🗑️
 - *The Book of the Dead* and the *Am Duat (Book of What is in the Netherworld)* (ACHAH143) ⚖️
 - temples: architecture and function: Karnak, Luxor, Deir el-Bahri (ACHAH122)
 - tombs: architecture and decoration: Thebes (ACHAH164)
- Cultural and everyday life
 - art: sculpture, jewellery and wall paintings (ACHAH123)
 - writing and literature: love poetry, Papyrus Lansing: *Be a Scribe*, Wisdom Literature: *the Instruction of Ani* 🗑️
 - daily life and leisure activities 🌐 ✦
 - health of New Kingdom Egyptians as revealed by human remains 🌐

OPTION B: NEW KINGDOM EGYPT SOCIETY DURING THE RAMESSIDE PERIOD

CONTENT FOCUS

Through an investigation of key features of New Kingdom Egypt society during the Ramesside period, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of New Kingdom Egypt and its neighbours (ACHAH105) ✚
 - significant sites: Memphis, Thebes, Per-Ramesses, Deir el-Medina, Abu Simbel, Valleys of the Kings and Queens (ACHAH105)

Focus of study

- Social structure and political organisation
 - roles and images of the pharaoh; concept of *maat* (ACHAH109, ACHAH110, ACHAH161) ✚ ⚙️
 - roles of the vizier and members of the religious, administrative and military elites (ACHAH109, ACHAH110, ACHAH161) ⚖️ 🌐
 - nature and role of the army (ACHAH126, ACHAH128)
 - roles and status of women: royal and non-royal (ACHAH107) ⚖️
 - scribes, artisans and agricultural workers (ACHAH106, ACHAH161)
- The economy
 - importance of the Nile: agriculture, animal husbandry, transport ✚
 - occupations, crafts and industry: wood, stone and metal (ACHAH112) ✚ 🌐 ⚙️
 - economic exchange: unit of value (*deben*), taxation, tribute and trade (ACHAH114, ACHAH167) ⚙️
 - technological development: tools, building materials, techniques and construction, *shaduf* ✚
 - workers' strike, tomb robberies and corruption ⚙️ 🗑️
- Religion, death and burial
 - gods, goddesses, cults and priesthoods: Amun, Re, Ptah, Osiris (ACHAH141) ⚖️ 🌐
 - personal religion: magic and personal piety ⚖️ 🌐
 - festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival (ACHAH141) 🌐
 - funerary customs: afterlife concepts and mummification (ACHAH144) 🌐 🗑️
 - funerary texts: *The Book of the Dead* and the *Am Duat (Book of What is in the Netherworld)*, *The Book of Gates* 🗑️
 - temples: architecture and function: Karnak, Luxor, the Ramesseum, Medinet Habu (ACHAH164)
 - tombs: architecture and decoration: Thebes, Memphis, Deir el-Medina (ACHAH143, ACHAH164)
- Cultural and everyday life
 - art: sculpture, jewellery and wall paintings (ACHAH123) 🌐
 - writing and literature: love poetry, *The Tale of the Two Brothers*, *Horus and Seth*, *The Report of Wenamun* 🌐 🗑️
 - daily life and leisure activities 🌐 ⚙️
 - health of New Kingdom Egyptians as revealed by human remains 🌐

OPTION C: SOCIETY IN ISRAEL FROM SOLOMON TO THE FALL OF SAMARIA

CONTENT FOCUS

Through an investigation of key features of society in Israel from Solomon to the fall of Samaria, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of ancient Israel (ACHAH105)
 - significant sites: Samaria, Tirzeh, Shechem, Jerusalem, Hebron, Bethlehem, Beersheba (ACHAH105)

Focus of study

- Social structure and political organisation
 - roles and features of the Israelite kingship; the Davidic dynasty (ACHAH109, ACHAH110) 🌐
 - roles of the Jerusalem temple and priests in opposition to Israel 🌐
 - roles and importance of prophets in Israelite society: Elijah, Amos, Elisha, Hosea 🌐
 - roles of the bureaucracy, merchant class, workers, artisans (ACHAH106) 🌐
 - roles and status of women: royal and non-royal (ACHAH107) 🌐
 - nature and role of the army (ACHAH126, ACHAH128) 🌐
- The economy
 - importance of agriculture ✨ ⭐
 - occupations, crafts and industry: wood, stone, metal, mining (ACHAH112) ✨ 🌐 ⭐
 - technology: tools, weapons, engineering – water systems: Siloam tunnel (ACHAH132)
 - economic exchange: trade with Judah and Assyria (ACHAH114) ⭐
 - features of fortified cities, including silos, Megiddo stables
- Religion, death and burial
 - nature of conflicting religious beliefs and practices: polytheism, Ba'al, Asherah, Yahweh (ACHAH114) 🏛️ 🌐
 - roles of priests and prophets 🌐
 - roles and importance of religious places: High Places: Dan and Bethel 🌐
 - importance of the Jerusalem temple 🌐
- Cultural and everyday life
 - art and architecture: Samaria, Jezreel and Megiddo; Samarian ivories, seals 🌐
 - writing and literature: biblical narrative and Samarian Ostrakon 🌐 📜
 - daily life and leisure activities 🌐 ⭐

OPTION D: PERSIAN SOCIETY AT THE TIME OF DARIUS AND XERXES

CONTENT FOCUS

Through an investigation of the key features of Persian society at the time of Darius and Xerxes, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of ancient Persia and its empire (ACHAH105) ✦
 - significant sites: Persepolis, Pasargadae, Susa, Ecbatana, Naqsh-e Rostam, Behistan (ACHAH105)

Focus of study

- Social structure and political organisation
 - roles and images of the king (ACHAH109, ACHAH172) 🌐
 - role and nature of the bureaucracy (*arstibara*, *vacabara*, *hazarapatis*) and provincial government: satraps, legal system, laws (ACHAH106, ACHAH110, ACHAH174, ACHAH176)
 - nature and role of the army and navy; workers and artisans (ACHAH106, ACHAH172)
 - roles and status of women: royal and non-royal (ACHAH107, ACHAH172) 🌐
 - vassal states (satrapies) and subject peoples within the empire (ACHAH172)
- The economy
 - importance of agriculture ✦
 - economic exchange throughout the empire: taxation, tribute, trade, coinage, royal treasuries (ACHAH112, ACHAH114, ACHAH175) ★
 - technology: weapons, building materials, techniques and construction, irrigation works (ACHAH132) ✦
 - transport and communications: the Royal Road (ACHAH175)
 - occupations, crafts and industry: wood, stone and metal; role of foreign workers (ACHAH175) ✦ 🌐 ★
- Religion, death and burial
 - religious beliefs throughout the empire: Ahura-Mazda, Bel Marduk, Hebrew beliefs, Egyptian gods (ACHAH141) 🏛️ 🌐
 - religious policy throughout the empire (ACHAH178)
 - rituals and practice: role of the *Magi*, fire rituals 🌐
 - royal funerary customs and tombs (ACHAH143, ACHAH144) 🌐
- Cultural and everyday life
 - art: palace reliefs, rock relief, sculpture, jewellery 🌐
 - architecture of palace complexes: Persepolis, Pasargadae, Susa (ACHAH177) 🌐
 - writing and inscriptions: Behistan, Fortification Tablets, Persepolis Treasury Tablets 🌐 📖
 - daily life and leisure activities 🌐 ★

OPTION E: BRONZE AGE – MINOAN CRETE

CONTENT FOCUS

Through an investigation of the key features of Bronze Age – Minoan Crete, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of Minoan Crete (ACHAH105) ✎
 - significant sites: Knossos, Phaestos, Malia, Zakros, Agia Triada, Gournia (ACHAH105)

Focus of study

- Social structure and political organisation
 - issues relating to gender and identity of the ruler(s) ⚙️🌐
 - palace elite: bureaucracy, priests and priestesses (ACHAH106, ACHAH109, ACHAH110)
 - roles and status of women (ACHAH107) 🌐
 - craftsmen and agricultural workers (ACHAH106) ★
- The economy
 - palace economy
 - importance of agriculture (ACHAH112) ✎📖
 - role of towns: Gournia and Zakros
 - trade and economic exchange: Mediterranean and Aegean region (ACHAH114) ★
 - the issue of *thalassocracy* (maritime empire) ⚙️📖
 - occupations, crafts and industry: pottery, stone, ivory, metal, jewellery, seal stones, purple dye (ACHAH112) ✎🌐★
 - technology: building materials, techniques and construction (ashlar masonry), drainage and water supply
- Religion, death and burial
 - nature and identity of deities 📖🌐
 - religious symbols: double axe (*labrys*) horns of consecration, the bull, snakes, trees, birds 📖
 - religious places: peak sanctuaries, cave shrines, palace shrines, pillar crypts, lustral basins 📖
 - rituals: sacrifice, libations, processions, dance (ACHAH141) 🌐
 - funerary customs and rituals: *larnax*, ossuary; tombs: rectangular, *tholos* and chamber (ACHAH144)
 - myths and legends relating to the Minoans: Theseus and the Minotaur, Icarus and Daedalus 🌐📖
- Cultural and everyday life
 - art: frescoes, figurines, pottery, seals, metalwork (ACHAH120, ACHAH121) 🌐
 - architecture of palace complexes: Knossos, Phaistos, Malia, Zakros and other palace sites (ACHAH122) 🌐📖
 - writing: Linear A and Linear B, the Phaistos Disc 🌐📖
 - daily life and leisure activities 🌐★
 - health of Bronze Age Minoans as revealed by human remains 🌐

OPTION F: SPARTAN SOCIETY TO THE BATTLE OF LEUCTRA 371 BC

CONTENT FOCUS

Through an investigation of key features of Spartan society to the Battle of Leuctra 371 BC, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context (ACHAH105)
 - geographical setting, natural features and resources of ancient Sparta (ACHAH105) ✦
 - significant sites: Sparta (ACHAH105)

Focus of study

- Social structure and political organisation
 - the Great Rhetra: the issue of Lycurgus (ACHAH109, ACHAH185) ⚙️ 🌐 🗨️
 - roles and privileges of the two kings (ACHAH109, ACHAH110)
 - government: *ephorate*, *gerousia*, *ekklesia* (ACHAH110)
 - social structure and occupations: Spartiates, *periokoi*, 'inferiors', helots (ACHAH106, ACHAH115, ACHAH116, ACHAH117, ACHAH118) 🏠 ⭐
 - the Spartan army: training (*agoge*), composition (ACHAH126, ACHAH127)
 - control of the helots: the military, *syssitia*, *krypteia* (ACHAH108, ACHAH129) ⚙️ ⚖️ 🗨️
 - role and status of women: land ownership, inheritance, education (ACHAH107, ACHAH108)
- The economy
 - land ownership: agriculture, *kleroi*, helots (ACHAH112, ACHAH117) 🌐
 - technology: weapons, armour, pottery (ACHAH132)
 - economic roles of the *periokoi* and helots (ACHAH112) ⭐
 - economic exchange: use of iron bars, trade (ACHAH114) ⭐
- Religion, death and burial
 - gods and goddesses: Artemis Orthia, Poseidon, Apollo (ACHAH141) 🏠 🌐
 - myths and legends: Lycurgus and the Dioscuri (ACHAH141) 🌐
 - festivals: *Hyakinthia*, *Gymnopaedia*, *Karneia* (ACHAH141) 🌐
 - religious role of the kings
 - funerary customs and rituals (ACHAH144) 🌐
- Cultural and everyday life
 - art: sculpture, painted vases, bone and ivory carving (ACHAH120, ACHAH121) 🌐
 - architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia (ACHAH120, ACHAH122)
 - writing and literature: Alcman and Tyrtaeus 🌐 🗨️
 - Greek writers' views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanias, Plutarch 🗨️ 🌐 🗨️
 - daily life and leisure activities (ACHAH136) 🌐 ⭐
 - marriage customs (ACHAH136) 🏠 🌐

OPTION G: ATHENIAN SOCIETY IN THE TIME OF PERICLES

CONTENT FOCUS

Through an investigation of key features of Athenian society in the time of Pericles, students examine a range of archaeological and written sources and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- The historical and geographical context
 - geographical setting, natural features and resources of Athens, Attica and its neighbours (ACHAH105) ✦
 - significant sites: Athens, Piraeus (ACHAH105) ✦

Focus of study

- Social structure and political organisation
 - concept of the *polis* (ACHAH193) ⚖️ 🌐
 - structure of Athenian society: *pentakosiomedimnoi*, *hippeis*, *zeugitai*, *thetes* (ACHAH106, ACHAH193) 🌐
 - role of the military: *strategoi*, *hippeis* (cavalry), *hoplites*, *thetes* (ACHAH126) 🌐
 - roles and status of women (ACHAH107) ⚖️ 🌐
 - roles of metics and slaves (ACHAH106, ACHAH116) ⚖️
 - structure and features of Athenian democracy: *ekklesia*, *boule*, *strategia*, *heliaea* (ACHAH109, ACHAH110)
- The economy
 - importance of the Agora and the Piraeus ⚖️
 - impact of empire: tribute, maintenance of fleet, building program ⚖️
 - economic exchange: trade, tribute, shipping, silver mining, coinage (ACHAH114)
 - occupations and industries: pottery, stone masonry, metalworking, shipbuilding (ACHAH112, ACHAH132) ✦ 🌐 ⚡
- Religion, death and burial
 - gods and goddesses ⚖️ 🌐
 - beliefs, practices and organisations (ACHAH141) 🌐
 - significant myths and legends; birth of Athena, Theseus, competition between Athena and Poseidon (ACHAH141) ⚡ 🌐
 - temples and sanctuaries: the Acropolis including the Parthenon and the Erechtheum
 - festivals: the Panathenaia, the Great Dionysia, the Thesmophoria (ACHAH141)
 - priests and priestesses ⚖️
 - funerary customs and rituals (ACHAH144) ⚖️
- Cultural and everyday life
 - art: sculpture and painted vases (ACHAH121) 🌐
 - architecture: the buildings of the Agora and Acropolis (ACHAH122) 🌐 ⚡
 - education (ACHAH138) 🌐
 - daily life and leisure activities (ACHAH136) 🌐 ⚡
 - marriage customs (ACHAH136) ⚖️ 🌐

PERSONALITIES IN THEIR TIMES (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes key features of continuity and change in the ancient world AH12-1
- > explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past AH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context AH12-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance AH12-4
- > analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past AH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7
- > explains and evaluates differing interpretations and representations of the past AH12-8
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources AH12-9
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-10

Related Life Skills outcomes: AH6LS-2, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

Students develop an understanding of ONE of the following personalities in the context of their time:




- A. Egypt: Hatshepsut
- B. Egypt: Akhenaten
- C. The Near East: Sennacherib
- D. The Near East: Xerxes
- E. Greece: Pericles
- F. Greece: Alexander the Great
- G. Rome: Julius Caesar
- H. Rome: Agrippina the Younger





The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of the selected personality.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

OPTION A: EGYPT – HATSHEPSUT

CONTENT FOCUS

Students develop an understanding of Hatshepsut in the context of her time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Egypt and its neighbours (ACHAH105) ✦
 - historical overview of the early Eighteenth Dynasty
 - overview of the social, political, military and economic structures of the early New Kingdom period 🏛️
 - relationship of the king to Amun 🏛️
 - overview of religious beliefs and practices of the early New Kingdom period 🌐

Focus of study

- Background and rise to prominence
 - family background (ACHAH239)
 - claim to the throne and succession: Divine Birth and Coronation reliefs (ACHAH240) 🏛️ 🌐
 - political and religious roles of the king and queen in the Seventeenth Dynasty and early Eighteenth Dynasty (ACHAH241) 🌐
 - marriage to Thutmose II (ACHAH240)
- Key features and developments
 - titles and changes to her royal image over time (ACHAH239, ACHAH242, ACHAH244) 🌐
 - foreign policy: military campaigns and expedition to Punt (ACHAH246) ⚙️ 🏛️ 🌐
 - building program: Deir-el Bahri, Karnak, Beni Hasan (Speos Artemidos) and her tombs (ACHAH246)
 - religious policy: devotion to Amun and promotion of other cults (ACHAH244) 🌐
 - relationship with the Amun priesthood, officials and nobles including Senenmut (ACHAH245)
 - relationship with Thutmose III; co-regency and later defacement of her monuments (ACHAH245)
- Evaluation
 - impact and influence on her time (ACHAH249) ⚙️ 🌐 🏛️
 - assessment of her life and reign (ACHAH248) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Hatshepsut (ACHAH251, ACHAH252, ACHAH253) ⚙️ 🏛️
- ONE particular source or type of source (eg the Divine Birth and Coronation Inscriptions; Deir-el Bahri) for Hatshepsut:
 - the value and limitations of the source ⚙️ 🌐 🏛️
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 🏛️

OPTION B: EGYPT – AKHENATEN

CONTENT FOCUS

Students develop an understanding of Akhenaten in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Egypt and its neighbours (ACHAH105) ✦
 - historical overview of the Eighteenth Dynasty
 - overview of the social, political, military and economic structures of the Eighteenth Dynasty (ACHAH164) 🌐
 - role of Amun and Amun priesthood (ACHAH163) 🌐
 - roles of the king and relationship to the gods, especially Amun ⚖️
 - overview of religious beliefs, cults and practices of the Eighteenth Dynasty 🌐

Focus of study

- Background and rise to prominence
 - family background and evidence for early years (ACHAH239)
 - marriage: queens and consorts 🌐
- Key features and developments
 - titles and changes to his royal image over time (ACHAH168, ACHAH242) 🌐
 - early building program including East Karnak
 - transfer of capital to Akhetaten: political and religious motives (ACHAH246)
 - Akhetaten: function and layout of the city
 - religious policy: reforms, nature, importance and impact of Aten worship (ACHAH168, ACHAH246) 🌐
 - artistic innovations and development: representations of the Aten, Akhenaten and the royal family; the natural world
 - foreign policy: Syria-Palestine, Nubia ⚖️ 🌐 ✦
 - changes to afterlife beliefs and funerary customs: royal and non-royal tombs (ACHAH168) ⚖️ 🌐
 - role of Nefertiti and the issue of the co-regency ✦ ⚖️ 🌐 ✦
 - role of the royal family 🌐
- Evaluation
 - impact and influence on his time (ACHAH249) ✦ 🌐 🏛️
 - assessment of his life and reign (ACHAH248) ✦ 🌐
 - legacy (ACHAH250) ✦ 🌐
 - ancient and modern images and interpretations of Akhenaten (ACHAH251, ACHAH252, ACHAH253) ✦ 🖼️
- ONE particular source or type of source (eg the Amarna Letters; Amarna: tombs) for Akhenaten:
 - the value and limitations of the source ✦ 🌐 🖼️
 - an evaluation of the source in the context of other available sources, including problems of evidence ✦ 🌐 🖼️

OPTION C: THE NEAR EAST – SENNACHERIB

CONTENT FOCUS

Students develop an understanding of Sennacherib in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of the Assyrian empire (ACHAH105) ✦
 - relations with neighbours 🌐 🏰
 - organisation of empire
 - Assyrian concept of kingship 🌐
 - overview of the political, military, economic and social structure of the Assyrian empire 🌐
 - overview of Assyrian and Babylonian religions 🌐

Focus of study

- Background and rise to prominence
 - family background (ACHAH239)
 - education
 - early political and administrative career (ACHAH240)
- Key features and developments
 - succession to kingship
 - military campaigns and defence of the empire (ACHAH246) 🏰
 - religious policies: promotion of Assur (ACHAH246)
 - imagery and representations of the king 🏰
 - technological innovations: public works and building programs 🌐
 - foreign policy: relations with vassal states, Babylon, Elam and Lachish 🌐 🏰
 - organisation and administration of the empire
 - manner and impact of his death (ACHAH247) ⚙️
- Evaluation
 - impact and influence on his time (ACHAH249) ⚙️ 🌐 🏰
 - assessment of his life and reign (ACHAH248) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Sennacherib (ACHAH251, ACHAH252, ACHAH253) ⚙️ 🏰
- ONE particular source or type of source (eg the Royal Inscriptions of Sennacherib; Nineveh) for Sennacherib:
 - the value and limitations of the source ⚙️ 🌐 🏰
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 🏰

OPTION D: THE NEAR EAST – XERXES

CONTENT FOCUS

Students develop an understanding of Xerxes in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of the Persian Empire (ACHAH105, ACHAH171) ✦
 - overview of Persian political, social and military structures (ACHAH172) 🌐
 - expansion of the Persian Empire 🌐 ✦
 - overview of religion in the Persian Empire (ACHAH172) 🌐
 - Persian concept of kingship 🌐

Focus of study

- Background and rise to prominence
 - family background and status (ACHAH239)
 - succession to kingship (ACHAH240)
- Key features and developments
 - administration of the Persian empire (ACHAH175)
 - revolts in the empire: Egypt, Babylon
 - religious policy (ACHAH178) 🌐
 - building program: Persepolis (ACHAH177)
 - images and representations of Xerxes as king 🏛️
 - foreign policy: role in invasion of the Greek mainland (ACHAH176) 🌐 🏛️ ✦
 - relationship with prominent Persians and non-Persians 🌐 ✦
 - manner and impact of his death (ACHAH247)
- Evaluation
 - impact and influence on his time (ACHAH249) ⚙️ 🌐 🏛️
 - assessment of his life and reign (ACHAH248) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Xerxes (ACHAH251, ACHAH252, ACHAH253) ⚙️ 🏛️
- ONE particular source or type of source (eg Herodotus, Books V–IX; Persepolis) for Xerxes:
 - the value and limitations of the source ⚙️ 🌐 🏛️
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 🏛️

OPTION E: GREECE – PERICLES

CONTENT FOCUS

Students develop an understanding of Pericles in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Athens, Attica and the Athenian empire (ACHAH105) ✦
 - overview of the development of Athenian democracy (ACHAH315)
 - overview of Athenian social, religious and economic structures 🌐

Focus of study

- Background and rise to prominence
 - family background and education (ACHAH239, ACHAH240, ACHAH241)
 - early political career to 460 BC (ACHAH240)
- Key features and developments
 - democratic reforms and policies (ACHAH246) 🌐
 - military career (ACHAH246)
 - building program (ACHAH315)
 - roles as general (*strategos*) and politician (ACHAH246) 🏛️
 - methods of maintaining leadership and influence (ACHAH244) 🌐
 - promotion of Athenian imperialism (ACHAH340) 🌐 ✦
 - role and influence in the development of Athens, the 'Golden Age' (ACHAH246) 🌐 🏛️
 - relationships with prominent individuals: Aspasia, Ephialtes, Pheidias (ACHAH245) 🌐 ✦
 - role in the Peloponnesian War (431 BC): causes, strategies and leadership (ACHAH246) 🌐 🏛️ ✦
 - manner and impact of his death (ACHAH247)
- Evaluation
 - impact and influence on his time (ACHAH249) ✦ 🌐 🏛️
 - assessment of his life and career (ACHAH248) ✦ 🌐
 - legacy (ACHAH250) ✦ 🌐
 - ancient and modern images and interpretations of Pericles (ACHAH251, ACHAH252, ACHAH253) ✦ 🏛️
- ONE particular source or type of source (eg Thucydides – Book II; the Acropolis) for Pericles:
 - the value and limitations of the source ✦ 🌐 🏛️
 - an evaluation of the source in the context of other available sources, including problems of evidence ✦ 🌐 🏛️

OPTION F: GREECE – ALEXANDER THE GREAT

CONTENT FOCUS

Students develop an understanding of Alexander the Great in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Macedon ✨
 - Macedon's relationship to the Greek world 🌐 ✨
 - overview of Macedonian political and social structures
 - impact of Philip II's military reforms ⚙️ 🌐

Focus of study

- Background and rise to prominence
 - family background (ACHAH064, ACHAH239)
 - education, early career and ambitions (ACHAH064, ACHAH240)
 - problems with the succession (ACHAH064, ACHAH240) ⚙️
- Key features and developments
 - impact of the assassination of Philip II (ACHAH242) ⚙️ ⚖️ 🌐
 - consolidation of Macedonian control of Greek mainland (ACHAH244, ACHAH246) ⚙️ ⚖️ 🌐
 - generalship and military campaigns: Issus, Granicus, Gaugamela, Hydaspes (ACHAH246) 🌐
 - organisation and administration of the empire; foundation of cities, marriages 🌐
 - impact of personality on career ⚙️ 🌐 ✨
 - relationship with army and generals: Parmenio, Cleitus, Hephastion (ACHAH066, ACHAH245)
 - relationships with Macedonians, Greeks and non-Greeks (ACHAH066, ACHAH245) 🌐 ✨
 - manner and impact of his death (ACHAH247)
- Evaluation
 - impact and influence on his time (ACHAH249) ⚙️ 🌐 🏛️
 - assessment of his life and reign (ACHAH248, ACHAH066) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Alexander (ACHAH065, ACHAH066, ACHAH067, ACHAH251, ACHAH252, ACHAH253) ⚙️ 🗣️
- ONE particular source or type of source (eg Arrian – Book IV; coinage) for Alexander the Great:
 - the value and limitations of the source ⚙️ 🌐 🗣️
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 🗣️

OPTION G: JULIUS CAESAR

CONTENT FOCUS

Students develop an understanding of Julius Caesar in the context of his time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Rome and provinces ✨
 - overview of Roman political and social structures 🌐
 - overview of significant political and military developments

Focus of study

- Background and rise to prominence
 - family background and position (ACHAH239)
 - education, early life and ambitions (ACHAH240)
 - paths to power: priesthoods; Marian connections; political alliances and marriages (ACHAH240) 🌐
 - early political career to 60 BC (ACHAH240)
- Key features and developments
 - role in First Triumvirate (ACHAH216, ACHAH246) 🌐 🏛️
 - Gallic Wars: campaigns and tactics, siege of Alesia (ACHAH217, ACHAH246) 🌐
 - relationship with his army
 - relationship with the Senate
 - role in the Civil War 🏛️
 - political supporters and enemies
 - personal relationships: Julia, Cleopatra VII, Brutus, Mark Antony, Cicero
 - impact of personality on career; significance of his writings ✨ 🌐 📖
 - dictatorship: policies and reforms (ACHAH219) ✨ 🏛️
 - assassination: motives, manner and impact of his death (ACHAH219, ACHAH247) ✨ ⚖️
- Evaluation
 - impact and influence on his time (ACHAH249) ✨ 🌐 🏛️
 - assessment of his life and career (ACHAH248) ✨ 🌐
 - legacy (ACHAH250) ✨ 🌐
 - ancient and modern images and interpretations of Julius Caesar (ACHAH251, ACHAH252, ACHAH253) ✨ 📖
- ONE particular source or type of source (eg Plutarch, 'Life of Caesar'; statuary) for Julius Caesar:
 - the value and limitations of the source ✨ 🌐 📖
 - an evaluation of the source in the context of other available sources, including problems of evidence ✨ 🌐 📖

OPTION H: ROME – AGRIPPINA THE YOUNGER

CONTENT FOCUS

Students develop an understanding of Agrippina the Younger in the context of her time.

CONTENT

Students investigate:

Overview

- Historical context
 - geography, topography and resources of Rome and the Roman Empire ✦
 - overview of Roman social and political structures; principate 🌐
 - role of imperial women in Roman society 🌐

Focus of study

- Background and rise to prominence
 - family background and status (ACHAH239)
 - early life, ambitions and marriages (ACHAH240)
- Key features and developments
 - basis of her power and influence; patronage (ACHAH244) 🌐
 - role during the reign of Gaius (Caligula), including exile (ACHAH242, ACHAH246, ACHAH358) 🌐 📖
 - role during the reign of Claudius (ACHAH242, ACHAH246, ACHAH358) 🌐 📖
 - role and changing relationship with Nero during his reign (ACHAH242, ACHAH246, ACHAH356, ACHAH358) 🌐 📖
 - relationships with other members of the imperial court: Seneca, Burrus and imperial freedmen (ACHAH245)
 - impact of her personality on career: public image ⚙️ 🌐 📖
 - attempts on her life (ACHAH242, ACHAH246) 🌐
 - death: motives, manner and impact of death (ACHAH247) 🌐
- Evaluation
 - impact and influence on her time (ACHAH249) ⚙️ 🌐 📖
 - assessment of her life and career (ACHAH248) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Agrippina the Younger (ACHAH251, ACHAH252, ACHAH253) ⚙️ 📖
- ONE particular source or type of source (eg Tacitus – selected excerpts; coinage) for Agrippina the Younger:
 - the value and limitations of the source ⚙️ 🌐 📖
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 📖

HISTORICAL PERIODS (30 INDICATIVE HOURS)

OUTCOMES

A student:

- > describes key features of continuity and change in the ancient world AH12-1
- > explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past AH12-2
- > accounts for the different perspectives and role of individuals and groups in their historical context AH12-3
- > assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance AH12-4
- > analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past AH12-5
- > critically analyses and interprets different types of sources for evidence to support an historical account or argument AH12-7
- > explains and evaluates differing interpretations and representations of the past AH12-8
- > plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources AH12-9
- > communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-10

Related Life Skills outcomes: AH6LS-2, AH6LS-3, AH6LS-4, AH6LS-5, AH6LS-6, AH6LS-8, AH6LS-9, AH6LS-10, AH6LS-11

CONTENT FOCUS

Through an investigation of the archaeological and written sources of ONE historical period, students learn about the nature of power and authority, significant developments that shaped the historical period as well as relevant historiographical issues.

CONTENT

Students study key features and issues of the history of ONE of the following:




- A. New Kingdom Egypt to the death of Thutmose IV
- B. New Kingdom Egypt – Amenhotep III to the death of Ramesses II
- C. The Ancient Levant during the First Temple period c. 970–586 BC
- D. Persia – Cyrus II to the death of Darius III
- E. The Greek World 500–440 BC
- F. 4th-century Greece to the death of Philip II
- G. The fall of the Roman Republic 78–31 BC
- H. The Augustan Age 44 BC–AD 14
- I. The Julio-Claudians AD 14 – 69





The study selected must address the outcomes listed above.




HISTORICAL CONCEPTS AND SKILLS




The following are to be integrated with the study of the selected historical period.

Analysis and use of sources



Use the context, purpose, origin and audience of sources to identify their meaning at the time and their value in an historical inquiry (ACHAH007)   



Analyse and account for the different perspectives of individuals and groups in the past as revealed in a range of sources (ACHAH010)    

Analyse, interpret and synthesise evidence from different types of sources to make reasoned claims (ACHAH008)   



Evaluate the contestability of sources and their reliability and usefulness for a particular historical question or inquiry (ACHAH009)   

Historical interpretation




Analyse the extent and nature of continuity and change over time (ACHAH001)  

Identify and prioritise varying causes to develop historical arguments about causation (ACHAH001)  

Form judgements about historical significance, recognising that significance may be attributed in different ways and for different purposes    

Analyse problems of historical interpretation and evidence in the investigation of the past (ACHAH011)  



Evaluate critically different historical interpretations of the past (ACHAH011)   

Evaluate contested views about the past, including contemporary perspectives (ACHAH012)   




Historical investigation and research





Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004) 

Develop, test and modify interpretations in the process of historical inquiry (ACHAH003) 

Identify, analyse, organise and synthesise relevant information from a range of sources (ACHAH005)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, that are substantiated with relevant evidence from sources (ACHAH013)   

Communicate historical understanding in forms appropriate to purpose and audience, by selecting and using historical knowledge, concepts and terms (ACHAH014)    

Acknowledge sources as appropriate within historical accounts and arguments (ACHAH015)  

OPTION A: NEW KINGDOM EGYPT TO THE DEATH OF THUTMOSE IV

CONTENT FOCUS

Through an investigation of the archaeological and written sources for New Kingdom Egypt to the death of Thutmose IV, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Egypt in the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Internal developments
 - impact of the Hyksos: political, economic, technological 🌐
 - establishment of the Eighteenth Dynasty: wars against the Hyksos, reunification of Upper and Lower Egypt
 - role of queens: Tetisheri, Ahhotep II, Ahmose-Nefertari 🌐
 - development and importance of the cult of Amun (ACHAH276) 🏛️ 🌐
 - political and religious significance of building programs 🏛️ 🌐
 - role and contribution of: Ahmose, Amenhotep I, Thutmose I, Hatshepsut, Thutmose III, Amenhotep II, Thutmose IV ⚙️ 🏛️ 🌐
 - role and contribution of prominent officials within Egypt and the 'empire' ⚙️ 🏛️ 🌐
- Expansion of Egypt's boundaries
 - development and role of the army (ACHAH166) 🌐
 - relations with Nubia, Syria-Palestine, Mitanni (ACHAH170, ACHAH270) 🏛️
 - establishment of 'empire': military campaigns in Nubia, Syria-Palestine (ACHAH291) 🏛️
 - image of the 'warrior pharaoh' (ACHAH165) ⚙️ 🏛️ 🌐
 - administration of the 'empire': Nubia and Syria-Palestine 🌐
 - nature of Egyptian imperialism (ACHAH167) 🏛️ 🌐
 - maintenance of the 'empire': Amenhotep II, Thutmose IV 🌐

OPTION B: NEW KINGDOM EGYPT – AMENHOTEP III TO THE DEATH OF RAMESSES II

CONTENT FOCUS

Through an investigation of the archaeological and written sources for New Kingdom Egypt – Amenhotep III to the death of Rameses II, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Egypt in the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Internal developments
 - reign of Amenhotep III
 - the Amarna 'revolution': religion, kingship, Akhetaten (Tel el-Amarna) (ACHAH293, ACHAH302)
 - failure of the Amarna 'revolution' (ACHAH295) ⚙️
 - post-Amarna reforms: restoration of Amun and other gods (ACHAH298)
 - political and religious significance of building programs 🌐
 - establishment and significance of the Nineteenth Dynasty to the death of Rameses II
 - role and contribution of rulers: Amenhotep III, Akhenaten, Tutankhamun, Horemheb, Seti I, Rameses II (ACHAH296) 🌐
 - changing role and contribution of queens: Tiye, Nefertiti, Ankhesenamun, Nefertari ⚙️ 🌐
 - role and contribution of prominent Egyptian officials within Egypt and the empire ⚙️ ⚖️ 🌐
- Foreign relations
 - maintenance and administration of the 'empire': Nubia and Syria-Palestine 🌐
 - relationship with vassal rulers: Rib-Addi of Byblos, Aziru of Amurru ⚖️
 - image of the 'Warrior Pharaoh' (ACHAH300) ⚙️ ⚖️ 🌐
 - changing relations with foreign powers: Mitanni, Hittites (ACHAH297) 🌐
 - Ramesside imperialism: the wars of Seti I and Rameses II (ACHAH300)
 - Battle of Kadesh: background, course and consequences ⚙️ 🌐
 - Egyptian-Hittite Peace Treaty, diplomatic marriage, trade and cultural exchange (ACHAH299)

OPTION C: THE ANCIENT LEVANT DURING THE FIRST TEMPLE PERIOD C. 970–586 BC

CONTENT FOCUS

Through an investigation of the archaeological and written sources for the Ancient Levant during the First Temple period c. 970–586 BC, with a focus on Israel and Judah, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of the Ancient Levant in the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Israel and Judah in the Ancient Levant
 - the Ancient Levant as a strategic geopolitical location and the evidence for the presence of other peoples: the Philistines, Phoenicians, and the kingdoms of Edom, Moab, Ammon and Aram-Damascus ⚙️ 🌐
 - expansion of population, trade and settlement in the region 🌐
 - the reign of Solomon and the building of the First Temple ⚙️ 🏛️
 - division of the kingdoms of Israel and Judah under Rehoboam c. 931 BC 🏛️ 🌐
 - changing relations between the northern kingdom of Israel and the southern kingdom of Judah, 931–722 BC 🌐
- Foreign relations with Assyria and Babylon
 - the prosperity of the northern kingdom of Israel and contact with its neighbours from the mid-10th century BC 🌐
 - the Assyrian conquest of the northern Kingdom of Israel and its capital Samaria in 722 BC 🏛️
 - the contributing factors and outcomes of the campaign of Assyrian King Sennacherib against Judah in 701 BC ⚙️ 🌐
 - Judah's prosperity in the 8th to 6th centuries BC as a client-state of Assyria ⚙️ 🏛️ 🌐
 - relations with the Babylonian Empire 🏛️ 🌐

OPTION D: PERSIA – CYRUS II TO THE DEATH OF DARIUS III

CONTENT FOCUS

Through an investigation of the archaeological and written sources for Persia from Cyrus II to the death of Darius III, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Persia in the Near East and Asia, key powers in the region and the nature of contact with other societies

Focus of study

- Internal developments of Persia
 - reign of Cyrus II (ACHAH173)
 - establishment of Achaemenid Dynasty (ACHAH173)
 - nature and significance of Persian kingship; issues of dynastic succession (ACHAH173, ACHAH175) ⚙️ 🌐
 - nature and purpose of building programs: Pasargadae, Susa, Persepolis ⚙️ 🌐
 - role and contribution of kings from Cyrus II to Darius III (ACHAH175) 🌐
- the Persian Empire
 - role and composition of the Persian army
 - expansion of the empire: conquests and expeditions, Persian invasions of mainland Greece under Darius and Xerxes 🌐
 - maintenance of the empire: suppression of revolts and treatment of subject peoples: Egypt, Babylon and the Jews (ACHAH179) 🌐 ⚖️ ✳️
 - religious and economic policies 🌐
 - administration of the empire: role of satraps, taxation, coinage, transport, communication 🌐 ✳️
 - Macedonian invasion and overthrow of the Persian empire 🌐
 - the 'decline' of the Persian empire (ACHAH180) ⚙️

OPTION E: THE GREEK WORLD 500–440 BC

CONTENT FOCUS

Through an investigation of the archaeological and written sources for the Greek world 500–440 BC, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of ancient Greece in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Persian Wars
 - origins: Persian imperialism, Ionian Revolt (ACHAH192) 🌐
 - invasion of 490 BC: Battle of Marathon, role of Miltiades (ACHAH194)
 - inter-war period: preparation and developments in Persia and Greece (ACHAH195)
 - invasion of 480–479 BC: Battles of Thermopylae and Artemisium, Salamis, Plataea and Mycale (ACHAH196)
 - role and contribution of Themistocles, Leonidas, Pausanias, Eurybiades (ACHAH196) ⚙️ 🌐
 - reasons for Greek victory and Persian defeat ⚙️ 🌐
- Development of Athens and the Athenian empire
 - Delian League: origins, aims, organisation and activities to the Battle of the Eurymedon River; role and contribution of Cimon and Aristides the Just (ACHAH197) 🌐
 - transformation of the Delian League into the Athenian empire (ACHAH198) ⚙️ 🌐
 - nature of Athenian imperialism; changing relations with allies (ACHAH201) 🌐
 - key democratic developments: influence of the thetes, ostracism, citizenship law (ACHAH199) 🌐 🗳️
- Athens and Sparta
 - impact of Persian Wars (ACHAH200) ⚙️
 - nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism (ACHAH200) ⚙️ 🌐

OPTION F: 4TH–CENTURY GREECE TO THE DEATH OF PHILIP II

CONTENT FOCUS

Through an investigation of the archaeological and written sources for 4th–century Greece to the death of Philip II, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of ancient Greece in the Mediterranean, key powers in the region and the nature of contact with other societies

Focus of study

- Significant developments 404–362 BC
 - nature and impact of the Spartan hegemony; role and significance of Lysander, Agesilaus; the Corinthian War ⚙️🌐
 - Persian intervention; significance of the ‘King’s Peace’
 - Second Athenian Confederacy
 - changes in Greek warfare
 - nature and impact of the Theban hegemony; role of Epaminondas, Pelopidas 🌐🏛️
- Greece and the rise of Macedon
 - consequences of Battle of Mantinea ⚙️🌐
 - key political, economic and social features of the Macedonian kingdom
 - nature of Macedonian kingship; accession of Philip II 🌐
 - Philip’s reforms of the Macedonian army
 - Macedonian expansion into Greece: diplomacy and war
 - Battle of Chaeronea: background, course and consequences
 - opposition to Philip II: Demosthenes
 - assassination of Philip II: motives and manner of his death ⚙️🌐

OPTION G: THE FALL OF THE ROMAN REPUBLIC 78–31 BC

CONTENT FOCUS

Through an investigation of the archaeological and written sources for the fall of the Roman Republic 78–31 BC, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Political developments in the late Republic
 - legacy of Sulla ⚙️ 🌐
 - Pompey: significance of military and political career ⚙️ 🌐
 - significance of the consulship of Pompey and Crassus in 70 BC ⚙️ 🌐
 - role and significance of Cicero ⚙️ 🌐
 - First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus (ACHAH218) ⚙️ 🌐
 - activities and breakdown of the First Triumvirate
 - political crises: role of the Senate; use of the army for political purposes; urban violence (ACHAH224) ⚙️ 🏛️ 🌐
 - role of *optimates*, *populares* (ACHAH216)
 - Caesar and Pompey: political competition and responsibility for outbreak of the Civil War 49–45 BC
 - significance of Caesar's dictatorship ⚙️ 🌐
- Wars and expansion
 - Pompey's extraordinary commands and the Eastern Settlement 🌐
 - Caesar's military activities in Gaul, Germany and Britain
 - significance of the Mithridatic and Parthian wars ⚙️ 🌐
- Fall of the Republic
 - impact of Caesar's assassination ⚙️ 🌐
 - formation, activities and breakdown of the Second Triumvirate (ACHAH220) 🌐
 - rivalry and Civil War between Mark Antony and Octavian: role of Cleopatra VII; Battle of Actium (ACHAH221) ⚙️ 🌐

OPTION H: THE AUGUSTAN AGE 44 BC – AD 14

CONTENT FOCUS

Through an investigation of the archaeological and written sources for the Augustan Age 44 BC – AD 14, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Establishment of the principate
 - impact of death of Caesar, early career of Octavian, Second Triumvirate and Civil War (ACHAH220) ⚙️ 🌐
 - consequences and significance of the Battle of Actium (ACHAH221) ⚙️
 - development of the principate: settlements of 27 and 23 BC (ACHAH222)
 - titles, honours and images of the *princeps* 🌐
- The Augustan principate
 - Augustus and the Senate: roles and responsibilities
 - roles of magistrates and officials ⚙️ 🌐
 - significance of equestrians and freedmen ⚙️ 🌐
 - Augustan reforms: political, social, legal, religious and administrative (ACHAH223) ⚙️ 🌐
 - opposition to Augustus
 - Augustus' building programs: the *Forum Augustum*, the *Ara Pacis*, *Pantheon*, *Campus Martius* 🌐
 - literature and propaganda: Virgil, Horace and Livy; role of Maecenas 🌐 📖
 - imperial family and problems of the succession; role of imperial women: Livia, Julia
 - role and contribution of Agrippa ⚙️ 🌐
 - death of Augustus
- Augustus and the empire
 - Augustus and the army
 - provincial government: imperial and senatorial
 - frontier policy (ACHAH225) 🌐

OPTION I: THE JULIO-CLAUDIANS AD 14–69

CONTENT FOCUS

Through an investigation of the archaeological and written sources for Rome in the time of the Julio-Claudians AD 14–69, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.

CONTENT

Students investigate:

Overview

- the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies

Focus of study

- Development of the principate
 - impact of the death of Augustus ⚙️ 🌐
 - changing role of the princeps under the Julio-Claudian rulers: Tiberius, Gaius (Caligula), Claudius, Nero (ACHAH358)
 - the Senate: changing role and responsibilities (ACHAH349) ⚙️ 🌐
 - reforms and policies of the Julio-Claudian rulers: political, social, legal, religious and administrative (ACHAH355)
 - changing image of the princeps (ACHAH349) ⚙️ 🌐
 - political roles of the Praetorian Guard and army; role of Sejanus, Macro and Burrus (ACHAH353, ACHAH355, ACHAH358)
 - significance of building programs (ACHAH356) ⚙️ 🌐
 - imperial family and problems of the succession: Livia, Julia, Germanicus, Agrippina the Elder, Messalina, Agrippina the Younger (ACHAH353, ACHAH355, ACHAH356)
 - consequences of the death of Nero ⚙️ 🌐
 - role and contribution of Seneca (ACHAH356) ⚙️ 🌐
 - Year of the Four Emperors: Galba, Otho, Vitellius, Vespasian 🌐
- The empire
 - expansion and consolidation of the empire (ACHAH357) 🌐
 - the relationship of the princeps and the army
 - administration of the empire: development of the imperial bureaucracy; role of freedmen: Pallas and Narcissus
 - development of the imperial cult throughout the empire

GLOSSARY



for your information

The glossary explains terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW History K–10 glossary and the Australian curriculum senior secondary years Modern History glossary.



consult

**Indicates new or updated glossary terms*

Glossary term	Definition
Aboriginal and Torres Strait Islander peoples	Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia, including the Indigenous peoples of the Torres Straits islands of Northern Queensland.
Aboriginal Cultural Protocols*	Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.
ancient*	As defined in the NSW Ancient History Stage 6 syllabus, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).
ANZAC	The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.
bias*	A preference for one point of view over another. Consideration must be made as to the origin, purpose and intended audience of the source, in order to accurately identify bias.
causation	A process that includes a range of possible reasons for an historical event, situation or development.
chronology	A chronology places events and dates in order in time.
colonisation	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised.

Glossary term	Definition
concepts*	The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented.
contestability	Contestability involves examining how interpretations and representations of the past differ, for example, as a result of using differing evidence or resulting from different perspectives.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time. Change is best understood as a process.
dispossession	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
empathetic understanding	The capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
evidence	The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry.
heritage	Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment.
historical authentication*	A process of verifying the origins of an artefact or object and establishing it as genuine.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.
historiography*	The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time.
ideology*	A framework of beliefs that guides actions, for example fascism and communism.
Indigenous cultural and intellectual property (ICIP)*	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.

Glossary term	Definition
Indigenous peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
interpretation	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
medieval	The period of history from the end of the Western Roman Empire in the 5th century to the Renaissance and Reformation period of Europe in the 16th century.
modern	As defined in the NSW Stage 6 Modern History syllabus, the period of time in the modern world between 1750 and the present.
Native Title	<p>'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the <i>Mabo</i> judgement (3 June 1992). The <i>Mabo</i> judgement overthrew the concept of <i>terra nullius</i> – that the land of Australia had belonged to no-one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist, provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs.</p> <p>The High Court's <i>Wik</i> judgement (December 1996) decided an issue left unresolved by the <i>Mabo</i> judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.</p>
perspective	A point of view from which historical events, problems and issues can be analysed, for example, the perspective of an individual or group in the past; a gender perspective.
reconstruction*	A process of piecing together evidence from sources to develop an understanding or explanation of the past, or a picture or image of the past.
reliability*	Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable or unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective.
representation	A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians.

Glossary term	Definition
significance	The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.
source	Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.
terms*	A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy, republic; and more specific features such as trench warfare, or a dictator, gladiator, vizier.
<i>terra nullius</i>	A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'.