Ancient History

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	ANH315117
COURSE SPAN	2017 — 2023
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

This Ancient History Level 3 course enables learners to study life in an early civilisation based on the analysis and interpretation of physical and written remains

Ancient History Level 3 stimulates learners' curiosity and imagination, and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present, and gives a context for this interconnectedness of past and present. The study of Ancient History Level 3 illustrates the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance and religion. Ancient History Level 3 is also concerned with the possible motivations and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world. Ancient History Level 3 continues to develop the historical skills and understandings delivered in the Foundation to Year 10 History curriculum. Learners develop transferable skills associated with the process of historical inquiry and communication.

Rationale

This Ancient History Level 3 course enables learners to study life in an early civilisation based on the analysis and interpretation of physical and written remains.

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Aims

The Ancient History Level 3 course aims to develop learners':

- knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- analytical and critical thinking using key historical concepts including: evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. describe the nature of events and historical contexts and assess the impact of change on an ancient civilisation (Have knowledge of, and understanding about an ancient civilisation(s))
2. describe the characteristics of social, political, economic and cultural structure and practices of an ancient society and assess the historical evidence of key features of an ancient civilisation (Have knowledge of, and understanding about an ancient civilisation(s))
3. assess the impact of human agency on historical narrative of an ancient society (Have knowledge of, and understanding about an ancient civilisation(s))
4. describe the impact of chronological context on the history of ancient societies (Have knowledge of, and understanding about an ancient civilisation(s))
5. describe the geographical context, including the nature of the environment and its influence on an ancient society (Have knowledge of, and understanding about an ancient civilisation(s))
6. apply the process of historical inquiry to understand historical change and key characteristics of an ancient civilisation (Have historical inquiry skills)
7. assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability (Have historical inquiry skills)
8. use appropriate evidence from a range of sources to explain the past, and to support and refute arguments (Have historical inquiry skills)
9. make informed judgements about historical arguments and assess differing historical interpretations and representations (Have historical inquiry skills)
10. apply the principles of academic integrity (Have historical inquiry skills)
11. apply time management, planning and negotiation skills to historical inquiry (Have historical inquiry skills)
12. correctly use specialist historical terms and concepts when discussing issues and concepts about the ancient past (Have communication skills)
13. communicate historical ideas and information (Have communication skills)

Pathways

History and the Environment Level 2 provides a pathway to this course.

Successful completion of Ancient History Level 3 prepares learners for tertiary study in a range of areas including: Ancient History; Modern History; Archaeology; Studies of Religion; Philosophy; Politics; Education; and associated fields.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Requirements

Learners will study at least one of five ancient civilisations in this course: Egypt, Greece, Rome, China, or Assyria.

Periods of study will include:

TABLE 1 – PERIODS OF STUDY

CIVILISATION	SECTION A Investigating the Ancient World	SECTION B Structure of an Ancient Society	SECTION C The Nature of Power and Authority in an Ancient Society
Egypt	Battle of Kadesh (New Kingdom) 1274 BC (BCE)	Late Middle Kingdom New Kingdom, 18th Dynasty; Ramesside Period (19th and 20th Dynasties)	Middle Kingdom (11th Dynasty), 18th Dynasty Ramesside Period (19th Dynasty) to the death of Ramesses II, 1213 BC (BCE)
Greece	Destruction of Troy (Bronze Age Greece) c. 1180 BC (BCE) **OR** Delphi c. 800–300 BC (BCE)	Archaic and Early Classical Period c. 600–400 BC (BCE)	Archaic and Early Classical Period c.600 BC (BCE) – 400 BC (BCE)
Rome	Masada (73–74 AD (CE) **OR** The Roman Games c. 1st century AD (CE)	Pompeii and Herculaneum, 80 BC (BCE) – 79 AD (CE) (Late Roman Republic and early Roman Empire)	133BC (BCE) – 14 AD (CE) (Late Roman Republic to the death of Augustus)
China	Xia, Shang and Zhou Dynasties c. 2100–256 BC (BCE)	Qin and Han Dynasties 221BC (BCE) – 220 AD	Qin and Han Dynasties Eastern Han Dynasty (25–220 AD)
Assyria	Middle Kingdom c. 1392–934 BC (BCE) Ziggurat of Ur built c. 2100	Neo-Assyrian Kingdom to downfall of Assyrian Empire 745–612 BC (BCE)	Neo-Assyrian Kingdom to downfall of Assyrian Empire 745–612 BC (BCE)

It is not expected that learners will develop detailed knowledge of the historical narrative of the entire period, e.g. from Bronze Age Greece through to c. 400BC (BCE). Learners will be required to develop some understanding of the civilisation between the two periods and may be required to make some use of historical developments after the 'end of period' date.

The study of individuals that have been integrated into the study of Section A and B **will not** be selected for study in Section C. Contextual reference to an individual in Section A or B, however, will not preclude the study of that individual in Section C where there is no significant overlap of content. The study of The Battle of Kadesh in Section A will, however, preclude the study of Ramesses II in Section C as the Battle of Kadesh represents a significant aspect of the reign of Ramesses II.

The course has THREE sections. All sections are **compulsory**.

- Section A – Investigating the Ancient World
- Section B – Structure of an Ancient Society
- Section C – The Nature of Power and Authority in an Ancient Society.

Each section must be studied within the context of one of the five prescribed ancient civilisations: Egypt or Greece or Rome or China or Assyria.

It is recommended that Sections A, B and C are delivered sequentially.

The civilisation selected for study in Section A **will also** be studied in Section B.

Learners **may** select a civilisation in Section C that has not been studied in Sections A and B.

TABLE 2: COURSE CONTENTS

SECTIONS	COMPULSORY TOPICS	ELECTIVE TOPICS
A	*Investigating the Ancient World*	Select ONE topic from A1 OR A2 OR A3 OR A4 OR A5 OR A6 OR A7:

	Learners select an event, era or archaeological site or development from **ONE** ancient civilisation: Egypt **OR** Greece **OR** Rome **OR** China **OR** Assyria. Recommended Time: 50 Hours	• A1: Egypt: The Battle of Kadesh • A2: Greece: The Destruction of Troy OR A3: Delphi • A4: Rome: Masada OR A5: The Roman Games • A6: China: Xia, Shang and Zhou Dynasties • A7: Assyria: Ziggurats of Mesopotamia
B	*Structure of an Ancient Society* The study of the FOUR CORE elements AND at least **ONE** feature of **ONE** ancient civilisation: Egypt or Greece or Rome or China or Assyria The civilisation selected in Section B **WILL BE** the same civilisation studied in Section A. **ALL FOUR** core elements **will** be studied. 1. political 2. social 3. economic 4. cultural structures and practices of an ancient society within an historical context. Recommended Time: 50 Hours	'Features': Select **at least ONE** feature to source relevant primary and secondary evidence that supports analysis of the political, social, economic and cultural structures and practices of an ancient society. • Arts, Architecture and Drama • Weapons and Warfare • Technology and Engineering • Women and Family • Beliefs, Rituals and Funerary Practices
C	*The Nature of Power and Authority in an Ancient Society* Learners study **ONE** individual from **ONE** ancient civilisation: Egypt **or** Greece **or** Rome **or** China **or** Assyria Learners **MAY** select an alternative civilisation in Section C to that selected for study in Sections A and B. Recommended Time: 50 Hours	Egypt: **ONE** of • Neb-hetep-re Mentuhotep II • Hatshepsut • Akhenaten • Horemheb • Ramesses II
		Greece: **ONE** of • Solon • Cleomenes • Peisistratus • Themistocles • Thucydides
		Rome: **ONE** of • Marcus Tullius Cicero • Sulla • Gaius Julius Caesar • Livia • Augustus
		China: **ONE** of • Liu Bei • Zhuge Liang • Cao Cao
		Assyria: **ONE** of • Tiglath-Pileser • Sargon II • Ashurbanipal.

RELATIONSHIP BETWEEN SECTIONS, TOPICS AND LEARNING OUTCOMES

In studying this course learners will develop the skills, knowledge and understanding required to attain the Learning Outcomes.

The skills, knowledge and understanding required to attain all the specific Learning Outcomes about *historical inquiry skills* and *communication skills* are developed within the context of each of the sections and topics of the course.

The knowledge and understanding required to attain the Learning Outcomes about *knowledge of, and understanding about an ancient civilisation* are developed within the context of studying different sections of this course. The specific Learning Outcomes about *knowledge of, and understanding about an ancient civilisation* related to each section/topic are noted within the Course Content below.

Course Content

INTRODUCTION

There is no prerequisite learning for access to this course. It is expected that learners will bring differing levels of knowledge, understanding and skills to the study of the chosen ancient civilisation. Providers may choose to deliver the introductory topics below:

The Chronological and Geographical Context:

- a broad chronological overview, from the origins of the society to the period that is the focus for investigation
- the geographic location, including the nature of the environment and its influence on the society.

Historical Methodology:

- an introduction to the nature of the surviving evidence
- types of sources: primary, secondary, written, archaeological
- problems with sources: bias, omissions.

SECTION A – INVESTIGATING THE ANCIENT WORLD

This Unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. Learners investigate the evidence for an ancient site, event, development or era, how it has been interpreted and represented, and the reliability or usefulness of historical evidence in constructing representations of the past.

Learners will include the chronological and geographical context of an ancient society; the historical context in which the civilisation emerged or developed; apply key concepts as part of historical inquiry (including evidence, perspectives, interpretation and representation) and assess historical interpretations and arguments in the historical record. Studies **may include** preservation, conservation, and/or reconstruction of ancient sites; cultural heritage, ownership and the role of museums; treatment and display of human remains.

TABLE 3: SECTION A TOPICS

CIVILISATION	**TOPICS (Select <u>ONE</u>)**
Egypt	Topic A1: The Battle of Kadesh
OR Greece	Topic A2: The destruction of Troy **OR** Topic A3: Delphi
OR Rome	Topic A4: Masada **OR** Topic A5: The Roman Games
OR China	Topic A6: Xia, Shang, Zhou Dynasties
OR Assyria	Topic A7: Ziggurats of Mesopotamia

The historical background will inform the study of **ONE** selected site, event, development or era of **ONE** selected civilisation either Egypt **OR** Greece **OR** Rome **OR** China **OR** Assyria. (Table 3)

Relationship of Section to Learning Outcomes:

Specific Learning Outcome about *knowledge of, and understanding about an ancient civilisation* related to Section A.

Learners will be able to:

- describe the nature of events and historical contexts and assess the impact of change on the civilisation

- assess the impact of chronological context on the history of ancient societies
- describe the geographical context, including the nature of the environment and its influence on an ancient society.

In Section A, learners will develop the skills they need to meet the Learning Outcomes related to historical inquiry and communication.

This section of the course has a focus on:

- the impact of significant events, developments, eras or sites on the nature of an ancient civilisation
- identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history
- the nature of historical methodology.

EGYPT

Topic A1: The Battle of Kadesh

Content **will** include:

- the geographic and historical context of the Battle of Kadesh (1274 BC (BCE)) in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle
- the nature of the sources most relevant to these interpretations and representations, for example the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle
- the different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate
- the historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example the importance of the warrior pharaoh ideal in Rameses II's depiction of events

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

GREECE

Topic A2: The destruction of Troy

Content **will** include:

- the geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anotalian (Troy I–V) Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Myceneans and Hittite Empire in 13th Century BC (BCE), King Hattusili and the Ahhiyawa Kingdom
- the nature of the sources most relevant to the representations portrayed, for example Homer's Iliad; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy
- the differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI)
- the historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann
- the reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis.

GREECE

Topic A3: Delphi

Content **will** include:

- the geographic and historical context of Delphi; evidence of the ancient past of Delphi, including its mythical origins dating to the pre-classical Greek world (c. 1400 BC); Delphi as a post-Mycenaean settlement in late 9th century BC (BCE); Delphi's significance during the classical period of Ancient Greece 510–323 BC (BCE)
- the nature of the sources most relevant to the representations portrayed, for example, archaeological evidence from Delphi; the nature of monuments built to demonstrate Hellenic unity of ancient Greek city states; architectural structures such as the Temple of Apollo, the Delphi theatre, Tholos; the significance of pan-Hellenic sanctuaries; multiple uses such as Pythian Games; mousikas agon (musical competition)
- the differing representations and interpretations of Delphi (from the ancient past, to the more recent past, to today), including the Homeric Hymn to Delphic Apollo; the written record of Pliny the Younger; Plutarch as an eye-witness source; proposed attribution of inscriptions to Plato; origin myths and legends; patronage by emperor Hadrian, introduction of Christian use of the site – church in the gymnasium
- the chronology and significance of the archaeological record for example the French Archaeological School (1893); World Heritage Site listing 1987 (UNESCO)
- the historical context of the representations and interpretations of Delphi and why these have changed over time, for example recent scientific analysis of the site, both geological and chemical investigation of the mysterious vapours; importance of significant prophecies at times of crisis that have been used to determine actions
- the reliability and contestable nature of the representations of Delphi including the significance of gaps in evidence; source selection; omission and emphasis, including the building of the modern village upon the ancient foundations, re-use of building materials; subsequent dismantling of the village and re-location of its people after an earthquake.

ROME

Topic A4: Masada

Content **will** include:

- the geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada
- the nature of the sources most relevant to these interpretations and representations, for example Josephus Flavius' The Jewish War, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin
- the different interpretations and representations of Masada (from the ancient past to the more recent past, to today) including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution
- the historical context of the interpretations and representations of Masada and why these have changed over time
- the reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in The Jewish War, debates about the meaning of the events at Masada in AD 73–74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence.

ROME

Topic A5: The Roman Games

Content **will** include:

- the geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues
- the nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics
- the different interpretations and representations of the games (from the ancient past to the present), including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films
- the historical context of the interpretations and representations and why these have changed, for example romantic representations, Christian interpretations, and modern versions of gladiatorial contests
- the reliability and contestability of interpretations and representations of the games, including the origins of the games (foreign or roman); debates about the political significance of the games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence.

CHINA

Topic A6: Xia (c. 2100–1600 BC (BCE)), Shang (c. 1600–1100 BC (BCE)) and Zhou (c. 1100–256 BC (BCE)) Dynasties

Content **will** include:

- the geographic and historical context of Xia, Shang and Zhou dynasties of early China
- the nature of the sources most relevant to the representation of the period; records of the Grand Historian written by Sima Qian in the Han dynasty, begins with the Three Sovereigns and Five Emperors, leading through a sequence of dynasties, the Xia, Shang and Zhou
- significance of deities; the significance of mythology; Pangu, the creator of the universe
- significance of the Xia period as an evolutionary stage between the late neolithic cultures and the typical Chinese urban civilisation of the Shang dynasty
- nature of the historical record; based on old archaeological information, ancient texts including oracle-bone inscriptions; oracle-bone inscriptions used as a source of data on the late Shang; little exists on earlier periods; interpretations, modified by oral transmission and the court historians who made the records
- purpose of temples and tombs of the period; archaeological record of architectural foundations, tombs, chariots, bronze vessels, ceramics, and about 150,000 oracle bones. The oracle bones attest to a rich written language, primarily used for divination
- nature of the record; dispute over historiography and dating; The Xia-Shang-Zhou Chronology Project; historical dispute over the Xia and Shang considered state-level societies which constituted large centralised political systems
- differing representations of the period; scientific excavations of early bronze-age sites at Anyang, Henan Province in 1928; previously no evidence to separate myth from reality in regard to the Xia
- the historical context of the representations and interpretations of the archaeological record
- the reliability and contestable nature of the representations the period including the significance of gaps in evidence, source selection, omission and emphasis.

ASSYRIA

Topic A7: Ziggurats of Mesopotamia

Content **will** include:

- the geographic and historical context of the building of ziggurats in Mesopotamia; origins of earliest ziggurats near the end of the Early Dynastic Period (2900–2350 BC (BCE)); Ziggurat of UR built c. 2100 BC (BCE); restored 6th century BC (BCE); modern restorations
- the nature of the sources most relevant to the analysis of purpose
- significance of deities; but by king Ur-Nammu of the Third Dynasty of Ur for the moon god Nanna, the patron deity of the city state
- purpose; a temple that also served as an administrative centre for the city
- the nature of the record; Herodotus; little physical evidence remains; impact of time and the elements
- differing representations of the Ziggurat of Ur
- the historical context of the representations and interpretations of significance and purpose in the archaeological record
- the reliability and contestable nature of the representations the Ziggurat of Ur including the significance of gaps in evidence, source selection, omission and emphasis.

SECTION B – STRUCTURE OF ANCIENT SOCIETIES

In this section learners will study the political, social, economic and cultural structure and practices of an ancient society within an historical context. Studies will also include investigations into key 'features'* of an ancient civilisation that evidence the nature of the structure of an ancient society. The two aspects of this study will be integrated, however, the focus is on investigating the political, social, economic and cultural structures and practices of an ancient society.

Learners **will** study **the same civilisation selected for study in Section A**. (Egypt **OR** Greece **OR** Rome **OR** China **OR** Assyria).

** In this context, 'feature' refers to elements of society, culture, arts, technology, religion or politics of an ancient society. These features will be used as evidence of the nature of an ancient society and of change and continuity. See Table 4.*

Relationship of Section to Learning Outcomes:

Specific Learning Outcome about *knowledge of, and understanding about an ancient civilisation* related to Section B.

Learners will be able to:

- describe the characteristics of social, political, economic and cultural structure and practices of an ancient society and assess the historical evidence of key features of an ancient civilisation
- assess the impact of chronological context on the history of ancient societies including continuity and change over time
- describe the geographical context, including the nature of the environment and its influence on the society.

Learners will also develop the skills they need to meet the Learning Outcomes related to historical inquiry and communication.

For the chosen society, learners investigate the chronological and geographical context, social structure, political institutions, economic activities; and cultural practices; and **refer to** elective features that provide evidence of the core elements of learners' historical arguments on political, social, economic and cultural structures and practices.

Learners will select features *as appropriate* for the society selected, for example, Drama will only be selected as evidence for Greece or Rome (Table 2).

TABLE 4: SECTION B COMPULSORY ELEMENTS AND FEATURES

CIVILISATIONS Select ONE	**COMPULSORY elements to be studied to investigate the nature of an ancient society**	**FEATURES***
Egypt **OR** Greece **OR** Rome **OR** China **OR** Assyria	**ALL FOUR** core elements **will** be studied. 1. political 2. social 3. economic 4. cultural. structures and practices of an ancient society within an historical context	Select **at least ONE** feature to source relevant primary and secondary evidence that supports analysis of the political, social, economic and cultural structures and practices of an ancient society. • Arts, Architecture and Drama • Weapons and Warfare • Technology and Engineering • Women and Families • Beliefs, Rituals and Funerary Practices.

** Learners must reference sufficient features to address all four core elements of this study: political, social, economic and cultural structures and practices.*

In the selected ancient society learners **will** study the:

- chronological and geographical context
- historical context
- political structure of an ancient civilisation including:
    - political organisations
    - the role and function of political institutions
    - key features of political organisations
    - key legal structures
- social structure of an ancient civilisation including:
    - hierarchies (elites, workers, slaves, ethnic groups and foreigners)
    - roles and status and attitudes toward women, children and education
- economic structure of an ancient civilisation including:
    - the nature and importance of economic activity (agriculture, commerce, industry, trade and building)
    - major trading partners of an ancient society; trade routes
    - free and indentured labour
    - economic exchange in the forms of tribute, taxation and coinage
    - piracy and booty (looting)
- cultural practices of an ancient society

- the nature and significance of cultural practices
- the nature of material culture (for example arts, architecture, textiles, glassware, functional domestic items; jewellery; crafts)
- the impact of expansion and invasion on cultural practices including language, technology, religious beliefs and practices, cosmology
- traditions and customs for example marriage rituals, celebrations.

SECTION B – FEATURE 1: ARTS, ARCHITECTURE AND DRAMA

Learners will study at least **ONE** of Art **OR** Architecture **OR** Drama *if Feature 1 is selected for study*.

In the study of this feature learners will identify the nature of the remaining evidence in Art or Architecture or Drama.

This evidence may be used to explain:

- the nature of political structure and political strategies of an ancient society
- social hierarchies
- economic structures
- religious beliefs and cultural practices.

The historical context of the selected ancient civilisation will provide the basis for the relevance of evidence to investigations into the core elements of political, social, economic and cultural structures and practices.

If **Art** is selected for study as evidence of political, social, economic and cultural structures and practices, this will include reference to architectural sites where there is evidence of relevant artworks.

If **Architecture** is selected for study as evidence of political, social, economic and cultural structures and practices this will include reference to art works within relevant architectural sites.

Learners will investigate the location, main features, origins and significance of the selected sites and eras for studies in Art **OR** Architecture, and the nature and extent of civilisation at the time. Studies will include the characteristics of Art **OR** Architecture, the purpose, the political, cultural and religious significance of the sites, as well as the nature of the remaining evidence.

If **Drama** is selected as the feature for study, learners will investigate the nature and purpose of drama in an ancient society, how drama works were presented, the social and religious context as well as characteristics of drama works. This study will be investigated in the historical context of the society at the time the drama works were written and performed. This will only be studied in relation to Greece or Rome.

Requirements:
Art **OR** Architecture **OR** Drama will be investigated in the context of **ONE** civilisation: either Egypt **OR** Greece, **OR** Rome **OR** China **OR** Assyria.

This study will focus on:

- investigation of significant ancient sites, their Art **OR** Architecture through an analysis of relevant archaeological and written sources
- understanding characteristics and purpose of Art **OR** Architecture in an ancient society; interpretation and evaluation of evidence
- evidence for the spread of particular forms of Art **OR** Architecture in the ancient world through trade, the movement of peoples, and conquest.

Sites relevant to this study will include but are not limited to:

- Thebes: East and West, 18th Dynasty to the death of Ramesses III, New Kingdom Egypt
- The Athenian Agora, Acropolis and Kerameikos 514–330 BC (BCE)
- Pompeii and Herculaneum, 80 BC (BCE) – 79 CE and the historical context
- China – city Xiányáng, the Imperial capital of the Qin Dynasty; mausoleum of Qin Shi Huangdi
- Neo-Assyrian city of Nimrud and its archaeological record; Middle Assyrian Empire; reign of Shalmaneser I (1274 BC–1245 BC)

SECTION B – FEATURE 1.1: THEBES – EAST AND WEST, 18th DYNASTY TO THE DEATH OF RAMESSES II (19th DYNASTY), NEW KINGDOM EGYPT

Learners study Thebes – east and west in the period from the 18th dynasty to the death of Ramesses III, with particular reference to the remains at these sites, and other relevant sources.

Learners will focus on either Art **OR** Architecture, however, this may include the reference to arts, for example, within architectural sites.

Content **will** include:

1.1.1 – The geographic and historical context (brief overview)

- location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank
- nature and extent of the Egyptian 'empire' in Nubia and Syria–Palestine in the period.

1.1.2 – The historical period

- development of the East Bank of Thebes, including the temples of Karnak and Luxor
- development of the West Bank: the Valleys of the Kings and Queens
- political and religious significance and purpose of the temples and palaces
- nature and significance of cultural life and practices; afterlife beliefs and practices of royalty and non-royalty
- importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt
- significance of the evidence at the Theban sites provided by human remains and other artistic and archaeological sources.

Learners **will** select specific content from 1.1.3–1.1.6 to be used as evidence to support historical arguments on political, social, economic and cultural structures and practices in ancient Egypt. Content may include but is not limited to:

1.1.3 – Art **OR** Architecture

ART

- characteristics of New Kingdom art including royal art, non-royal art; funerary art; significance of the afterlife; politico-religious role of the pharaoh
- purposes of art.

ARCHITECTURE

- characteristics of New Kingdom architecture including royal and non-royal; tombs; significance of the afterlife; temple complexes; architecture as statements about the politico-religious role of pharaoh, his relationships with gods, his power (propaganda)
- purposes of architecture.

1.1.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- usefulness and reliability of the portrayal of pharaoh and royal family
- difficulties of interpretation of evidence
- significance of writing, literature and material culture as sources of evidence for the period.

1.1.5 – Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early adventurers and explorers
- nature of the Theban excavations and use of scientific methods, and contributions of significant archaeologists and institutions
- effectiveness of the protection and conservation of the Theban sites.

1.1.6 – Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work
- contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings
- contribution of new scientific methodologies
- contribution of scholars and contemporary Egyptian and international historians.

OR

SECTION B – FEATURE 1.2: THE ATHENIAN AGORA, ACROPOLIS AND KERAMEIKOS 514–330 BC (BCE)

Learners study the Athenian Agora, Acropolis and Kerameikos in the period of the 514–330 BC (BCE), with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

Learners will focus on either Art **OR** Architecture, however, this may include the reference to arts, for example, within architectural sites.

Content **will** include:

1.2.1 – The geographic and historical context (overview)

- location, main features and layout of the city Athens, including the Agora, Acropolis, Kerameikos and the topography of Attica
- overview of the history of the Agora (since the 6th century BC (BCE)) and the Acropolis (since the Bronze Age).

1.2.2 – The historical period (overview)

- an overview of significant events in the early history of Athens
- role of the Agora and the Acropolis in Athenian political life
- importance of the Agora in Athenian economic life
- importance of Kerameikos in Athenian religious life
- Athenian class system
- development of religious and cultural life of Athens
- significance of key events in the period
- aims and influence of Socrates - the Athenian political scene at the time.

Learners **will** select specific content from 1.2.3–1.2.6 to be used as evidence to support historical arguments on political, social, economic and cultural structures and practices in ancient Greece. Content may include but is not limited to:

1.2.3 – Art **OR** Architecture

ART

- characteristics of Greek art including techniques, subject matter, statues and sculpture of the Classical period; relief and free standing sculpture, materials and use of colour; private and public art; religious art; grave markers; funerary sculpture
- purposes of art.

ARCHITECTURE

- characteristics of Greek architecture including religious roles of temples; theatres; economic function of the agora; construction, materials and technologies
- purposes of architecture.

1.2.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- incomplete nature of the evidence
- contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens
- difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts
- remaining and new excavations; damage to sites.

1.2.5 – Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- key excavations
- the changing methods used and the arguments for and against carrying out further excavation at ancient sites
- difficulties in conserving the Agora, Acropolis and Kerameikos
- ethical issues, including the Parthenon Sculptures controversy.

1.2.6 – Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- contribution of the American School in Athens to the study of the Agora and of Greek and international archaeologists to the excavation and study of the Acropolis
- interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time
- interpretations and meaning of sculpted friezes and scenes on black and red figured pottery
- interpretations of the trial and death of Socrates
- Kerameikos Museum and the (new) Acropolis Museum and – technology for the display, conservation and preservation of ancient works.

DRAMA

Note: this option is **only** available if **Greece OR Rome** are selected for study.

This feature will investigate the nature and purpose of drama in an ancient society, how drama works were presented, the social and religious context as well as key characteristics of drama works. This study will be investigated in historical context of the society at the time the drama works were written and performed.

Requirement: At least **one** major dramatic text will be studied to support historical arguments on the nature of political, social, economic and cultural structures and practices in an ancient society.

Studies **will** include reference to archaeological sites. Sites **may** include but are not limited to the theatres of the Agora, Acropolis and Kerameikos.

1.2.7: GREECE

Content **will** include:

- the historical context of the civilisation in the period of study
- nature and purpose of drama in the ancient society
- physical context in which drama works were presented
- social / religious context in which drama works were presented, and to whom they were presented
- what ancient works tell us about the society in which they were written and performed
- themes of drama works, and what these tell about the ancient society
- famous playwrights, authors, and their importance, for example, Aeschylus, Sophocles, Euripides, Aristophanes.

Content **may** include, but is not limited to:

- religious context, significance of Dionysus, his cult, and drama festivals
- characteristic of Greek theatres, their architectural plan (including seating arrangements), their acoustic features, use of costume and masks
- use of stock characters; actors' 'off stage' social status.

OR

SECTION B – FEATURE 1.3: POMPEII AND HERCULANEUM, 80 BC (BCE) – AD (CE) 79

Learners study will focus on Pompeii and Herculaneum in the period, 80 BC (BCE) – CE 79, with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

Learners will focus on either Art **OR** Architecture, however, this may include the reference to arts, for example, within architectural sites.

Content **will** include:

1.3.1 – The geographic and historical context (overview)

- location of Pompeii and Herculaneum in Campania, the volcanic plateau
- overview of the history of Pompeii and Herculaneum since the 8th century BC (BCE).

1.3.2 – The historical period (overview)

- plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning
- circumstances of the eruption of 79 AD (CE), including Pliny's account of the eruption of Mt Vesuvius
- nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources
- important features of the economy, including commerce, industries and occupations
- position and role of different groups in society, including the position and role of men, women, freedmen and slaves
- evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions
- key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health
- influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum
- how human and animal remains have contributed to a better understanding of the people who lived in these cities.

Learners **will** select specific content from 1.3.3–1.3.6 to be used as evidence to support historical arguments on political, social, economic and cultural structures and practices in ancient Rome. Content **may** include but is not limited to:

1.3.3 – Art **OR** Architecture

ART

- characteristics of Roman art including use of Greek models; themes in Roman art; private art; public/state art; narrative art (telling complex stories); funerary art; colour, materials and medium; themes
- purposes of art.

ARCHITECTURE

- characteristics of Roman architecture including the use of Greek models; theatres, temples, private homes, public baths and public buildings; religious roles of temples; amphitheatre; construction, materials and technology
- purposes of architecture.

1.3.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- nature and effects of the volcanic activity and eruption of 79 AD (CE) on the evidence that has survived from Pompeii and Herculaneum
- key archaeological and written sources for the period, for example, public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial
- state of preservation of the papyrus scrolls from the Villa of the Papyri
- difficulties of interpretation of evidence as a result of damage to or removal of frescos, statues, reliefs and artefacts
- how ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum.

1.3.5 – Identification of key issues related to the investigation of the sources (for example, authentication, excavation, reconstruction and/or conservation)

- major archaeological excavations that took place at each site during the 18th, 19th and 20th Centuries, with a particular focus on the purposes of archaeological excavations (for example treasure hunting and scientific investigation) and methods of archaeologists (for example, Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo)
- difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, arguments for and against carrying out further excavation at these sites, and concern about scientific study of human remains and display of body casts.

1.3.6 – Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- changing interpretations of the uses of public and private spaces, and the meaning of frescoes
- importance of the work of Australians at the sites (for example, Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoeudres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum
- role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning
- significance of **ONE** of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo–American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived.

DRAMA

Note: this option is **only** available if **Greece or Rome** are selected for study.

This feature will investigate the nature and purpose of drama in an ancient society, how drama works were presented, the social and religious context as well as key characteristics of drama works. This study will be investigated in historical context of the society at the time the drama works were written and performed.

Requirement: At least **one** major dramatic text will be studied to support historical arguments on the nature of political, social, economic and cultural structures and practices in an ancient society.

Studies **will** include reference to archaeological sites. Sites **may** include but are not limited to the theatres of Pompeii, for example, the Large Theatre, the Odeon (small theatre), and the Quadriporticum; the theatre of Herculaneum.

1.3.7: ROME

Content **will** include:

- the historical context of the civilisation in the period of study
- nature and purpose of drama in the ancient society
- physical context in which drama works were presented
- social / religious context in which drama works were presented, and to whom they were presented
- what ancient works tell us about the society in which they were written and performed
- themes of drama works, and what these tell about the ancient society
- famous playwrights, authors, and their importance, for example, Seneca, Plautus and Terence.

Content **may** include, but is not limited to:

- social context, entertainment and social/political comment
- characteristic of Roman theatres, adaptation of Greek models, architectural plans (including seating arrangements), their acoustic features, use of costume and masks
- use of stock characters; actors' 'off stage' social status.

SECTION B – FEATURE 1.4: CHINA

The mausoleum of Qin Shi Huangdi and the city Xianyang, the Imperial capital of the Qin Dynasty. Founded during the Warring States period and expanded by Qin Shi Huangdi, the city was conceived as a microcosm of the empire; incomplete during the Qin dynasty; the city fell to Han Dynasty forces in 206 BC (BCE).

Learners study Qin Dynasty, mausoleum of Emperor Qin Shi Huang Di 246 to 208 BC (BCE), with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

Learners will focus on either Art **OR** Architecture, however, this may include the reference to arts, for example, within architectural sites.

Content **will** include:

1.4.1 – The geographic and historical context (overview)

- location of the city of Xianyang and the Qin burial mound and mausoleum, modelled on the Qin capital Xianyang; layout of city, including its origins, the significance of its location; built in the reign of Qin Shi Huangdi; incomplete during his reign
- nature and extent of the Qin dynasty at the time it was built.

1.4.2 – The historical period (overview)

- the Qin dynasty; the first emperor Qin Shi Huangdi
- political and religious significance of the mausoleum, archaeological remains and artworks
- nature and significance of gods worshipped at the time
- nature of architecture **OR** the arts in the period, including the Qin and Han dynasty
- significance of the evidence at the location of the city provided by archaeological record and other artistic and archaeological sources.

Learners **will** select specific content from 1.4.3–1.4.6 to be used as evidence to support historical arguments on political, social, economic and cultural structures and practices in ancient China. Content **may** include but is not limited to:

1.4.3 – Art **OR** Architecture

ART

- characteristics of Qin and Han art; materials, themes, colour; includes terracotta sculpture, Chinese painting and calligraphy, gold smithing, decorative arts, jade carving
- purposes of art.

ARCHITECTURE

- characteristics of Qin and Han dynasty architecture including materials, construction and technology; types of architecture; religious temples
- purposes of architecture.

1.4.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- usefulness and reliability of the portrayal of kings
- difficulties of interpretation of evidence
- significance of writing, literature as sources of evidence for the period.

1.4.5 – Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early excavations
- nature of excavations and use of scientific methods, and contributions of significant archaeologists and institutions
- effectiveness of the protection and conservation of the Qin dynasty sites.

1.4.6 – Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work
- contribution of new scientific methodologies
- contribution of scholars and contemporary and international historians.

SECTION B – FEATURE 1.5: ASSYRIA

Nimrud (Arabic name for the ancient Assyrian city originally known as Kalhu)

Learners will focus on either Art **OR** Architecture, however, this may include the reference to arts, for example, within architectural sites.

The focus of this study will be on the archaeological remains of the city of Nimrud built during the Neo-Assyrian Empire. This includes the period of its building and the period in which Nimrud became capital of the Assyrian empire with particular reference to the remains at this site, and other relevant sources of arts and architecture of the Neo Assyrian Empire.

Content **will** include:

1.5.1 – The geographic and historical context (overview)

- location of the ancient city near Mosul in the north of Mesopotamia, layout of city, including its origins; the significance of its location; built in the reign of Shalmaneser II (1274–1245 BC (BCE))
- the relocation of the capital of Assyria from Assur to Nimrud in 9th Century BC (BCE)
- nature and extent of the Assyrian empire at the time it was built.

1.5.2 – The historical period (overview)

- development of the Assyrian empire from the Middle Assyrian Empire to the Neo Assyrian empire
- king Ashurnasirpal II of the Neo Assyrian Empire (883–859 BC (BCE)) made Nimrud his capital
- political and religious significance of the city and its archaeological remains
- nature and significance of gods worshipped at the time
- nature of building programs, architecture and the arts in the period
- significance of the evidence at the location of the city provided by human remains and other artistic and archaeological sources.

Learners **will** select specific content from 1.5.3–1.5.6 to be used as evidence to support historical arguments on political, social, economic and cultural structures and practices in ancient Assyria. Content **may** include but is not limited to:

1.5.3 – Art **OR** Architecture

ART

- characteristics of Assyrian art during the period including stone and alabaster reliefs; carved ivory and bronze; mythical creatures including winged beasts; subject matter including war, hunting and royalty
- evidence of art works at Nimrud and other relevant sites
- purposes of art.

ARCHITECTURE

- characteristics of Neo Assyrian architecture including materials, technology and construction; palaces, private homes and the significance of urban planning; palaces function as socio-economic institutions; temples; religious significance of temples and palaces
- evidence of architecture at Nimrud and reference to other relevant sites
- purposes of architecture.

1.5.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- usefulness and reliability of the portrayal of kings; women rarely represented
- difficulties of interpretation of evidence
- significance of writing, literature as sources of evidence for the period.

1.5.5 – Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early excavations
- nature of excavations and use of scientific methods, and contributions of significant archaeologists and institutions
- effectiveness of the protection and conservation of the Assyrian sites and the challenges faced today to prevent damage to archaeological sites and temples.

1.5.6 – Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work
- contribution of new scientific methodologies
- contribution of scholars and contemporary and international historians
- current location of Assyrian art (e.g. British Museum); controversy over the return of antiquities.

SECTION B – FEATURE 2: WEAPONS AND WARFARE

In the study of this feature learners will identify evidence of emerging technologies in weaponry, strategies of warfare, significant battles and their impact on an ancient civilisation. This evidence may be used to explain:

- the nature of political structure and political strategies of an ancient society
- social hierarchies
- expansion of empires and the nature of economics of an ancient society
- cultural transmission.

The historical context of the selected ancient civilisation will provide the basis for relevant aspects of this study.

This study will focus on:

- nature and role of the military in an ancient society
- composition and role of armies and navies and changes in forms of weapons and military tactics
- life of soldiers, their training and the conditions of service
- significance of the military
- political, economic and social impact of warfare and conquest
- nature of an ancient society's military technology

- aims and use of military force – defensive and offensive – in an ancient society
- role of treaties and alliances in relations between ancient societies
- nature, scope and the reliability of the sources for weapons and warfare, and early evidence for military encounters in the ancient world
- historical narrative of major ancient military conflicts/wars, their cause and effect, and the strategies employed.

Content **will** include:

The Geographic and historical context (overview):

- geographical extent of the civilisation during the period (See Table 1 for period of study for each civilisation)
- overview of the history of significant battles that impacted on the historical context of the civilisation studied.

The historical period (overview):

- overview of key events and developments of the period
- significance and impact of the key events and developments of the period
- influence, initiatives and strategies of key political leaders of the period.

In the selected ancient society content **may** include but is not limited to:

- nature of the military in the ancient society – Who made up the armed forces? When? (e.g. standing / professional armies, conscripts, a general 'call to arms' in time of threat). How were social structures reflected in the various roles/ranks within the military? Who lead the armed forces? How were they selected? What was the relationship between military leadership and leadership of the society? What role(s) did the military play in political and social life?
- military technology of the ancient civilisation: offensive weapons (such as: bows/arrows; swords; spears; axes; slings; horses, elephants; chariots; ships; incendiary and hurling weapons); and defences (such as: forts and fortifications; shields; walls). The military significance of technologies such as metalworking
- cause and effects of major military conflicts, assessing the relative significance of factors contributing to specific conflicts/wars, and the effects (short and long term) of these conflicts on the society in question, and their enemy/ies
- significant treaties and alliances made between the ancient society and others – their nature (e.g. offensive, defensive or 'stalemate'), what each side hoped to gain, what was gained/lost
- nature, scope and reliability of surviving primary sources about ancient military conflicts (e.g. the 'history is written by the winner' issue)
- historical narrative of major military conflicts/wars – as defined below – strategies employed by the opposing forces and their relative success, strategic issues such as supply lines and reinforcement:

The major military conflicts/wars to be studied **may** include, but are not limited to:

Egypt:
Egypt's expansion into Upper and Lower Nubia in the Middle and New Kingdom periods; the expulsion of the Hyksos (late Middle Kingdom and establishment of New Kingdom); expansion into Syria, with special emphasis on the wars of 18th Dynasty's Thutmosis I and III (including the latter's campaigns against the Mitanni); 19th Dynasty's Seti I's and Ramesses II's campaigns against the Hittities, 20th Dynasty Ramesses III's wars against the 'Sea Peoples' and Libyans.

Greece:
The Persian Wars 499–449 BC (BCE); The Peloponnesian War 431–404 BC (BCE).

Rome:
The Punic Wars (with emphasis on either the First or Second War) 264–146 BC (BCE); Julius Caesar's Gallic Wars, 58–50 BC (BCE); Civil War, 49–45 BC (BCE) (the war between Julius Caesar and Pompey the Great or between Octavian and Marcus Antonius and Cleopatra VII, 32–30 BC (BCE)); Augustus' German War, 30 BC (BCE) – 14 AD (CE).

China:
Establishment of the Han dynasty in 202 BC (BCE): decisive four year war in which Liu Biang defeated Xiangyu (ruler of the Qin). The ongoing battles between the Han and the Xiongnu in the 1st century BC (BCE); battles during Cao Cao's reign with Liu Bei during the late Eastern Han dynasty; battles of the Three Kingdom period

Assyria:
Warfare during the reign of Tiglath-Pileser III including campaigns against Aramaeans, Medes and Persians, battles in Babylonia, Syria and Damascus; reign of Sargon II; Battle of Qarqar; 715 BC (BCE) Urartu campaign of 714 BC (BCE); Ashurbanipal's campaigns in Egypt and Elam.

SECTION B – FEATURE 3: TECHNOLOGY AND ENGINEERING

Technology is the use of knowledge and science to develop tools and methods which allow individuals and society to solve problems, to adapt to and control their environments. In this section learners study ancient technologies and assess the impact of technology on political and economic advancements and on society and peoples' daily life.

In the study of this feature learners will identify the nature of the remaining evidence of technology and engineering in an ancient civilisation.

This evidence may be used to explain, for example:

- the nature of political and military strategies of an ancient society; impact on expansion of empires
- social hierarchies
- economic trade and development
- impact on religious beliefs and cultural practices.

The historical context of the selected ancient civilisation will provide the basis for relevant aspects of this study and the relevance of evidence to investigations into the core elements of political, social, economic and cultural structures and practices.

This study will focus on:

- nature of the sources for technology and engineering including those impacting on daily life
- different groups within society (such as ruling elite, farmers, merchants, military, slaves, poor) and the impact of technology on their work and life
- technological feats in construction materials and methods related to buildings, structures and statues
- forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation)
- use of technology in ancient times to access resources and control the environment
- impact of technological innovations on social, economic and political development and their legacy
- innovative nature of technology and engineering developments
- impact of technology on daily life.

Content **will** include:

The Geographic and historical context (overview):

- geographical extent of the civilisation during the period (See Table 1 for period of study for each civilisation)
- overview of the history of significant political and economic developments (for example, trade) that impacted on the historical context of the civilisation studied.

The historical period (overview):

- overview of key historical events and developments of the period
- significance and impact of the key historical events and developments of the period
- influence, initiatives and strategies of key political leaders of the period

For each ancient society a content and context outline of the technologies to be studied is given below.

Egypt – content **may** include, but is not limited to:

- impact on farming
- construction of royal mortuary complexes in the Old and Middle Kingdoms
- monumental stone carving. Links to Egypt's origins: the monuments of Nabta. Tools and lifting devices – implications for workforce
- tomb construction; different styles and forms
- obelisks – quarrying, transportation and erection
- medicine
- metal working – mining and refining;
- astronomy – calendars and system of constellations, sundials.

Greece – content **may** include, but is not limited to:

- mathematics – achievements of Pythagoras, the Euclidian system, the Delian problem

- navigation aids, leading to trade; cartography, role of temples and lighthouses. The Astrolabe and Antikythera Mechanism (later development)
- agora and stoa – forms, functions, locations
- theatres
- medicine and surgery – dissection of bodies; practical first aid; medicines and remedies; the importance of diet; the contribution of Hippocrates
- metal working – materials, techniques and methods. Uses and possession of metal objects
- meteorology and astronomy – first systematic catalogue of the stars, seasonal crop forecasts. Significance of Aristotle and Theophrastus
- glass and ceramics – ideals of society and personal wealth reflected in art, utilitarian vs decorative function; impact on commerce and international trade.

Innovation and invention that were not realised:

- steam engine technology and mechanica. Steam engine, wind powered machinery, theories of light. Later development and significance of Hero of Alexandria (1st Century AD (CE)) and his *Mechanics and Optics*
- well of Eratosthenes – calculation of the circumference of the earth.

Rome – content **may** include, but is not limited to:

- use of concrete and lifting devices; high density housing
- new architectural developments:
    - arches and domes in large public buildings; construction techniques. Triumphal arches. The Pantheon
    - fora – communal heart of city
    - baths; furnaces and hypocaust systems
    - mobile engineering bridge
- public structures and services
    - roads; aqueducts; sewer systems; bath houses; cisterns; water supply
    - basilicas (used as law courts and public assemblies)
    - circus - chariot and horse racing
    - amphitheatres (The Colosseum)
- military fortifications – roads, bridges, trenches; pike walls, towers
- medicine and surgery
- metal working – mines; smelting and refining; use of iron
- glass and ceramics.

China – content **may** include, but is not limited to:

- mathematics – using written numbers c. 1500 BC (BCE); abacus; efficient method of calculating with rods by c. 500 BC; brought the method by trading on the Silk Road to Central Asia and India c. 200 BC (BCE); early Han Dynasty, Chinese scholars began to write math textbooks; used by merchants, government administrators to keep accounts, survey land
- navigation aids; lodestone compass used in navigation; impact on trade
- alchemy; fourth century BC (BCE); experiments in creating gold and also as an elixir for immortality; links with Chinese medicine
- agriculture; for example, early forms of horse harness to improve agricultural efficiency; the wheelbarrow, first century BC (BCE); the Moldboard Plow, third Century BCE. called kuan, made of malleable cast iron
- medicine and surgery – dissection of bodies; surgical procedures e.g. craniotomy; medicines and remedies; the importance of diet; pharmacopoeias of medicinal plants; herbal treatments; acupuncture; beliefs regarding autopsy (taboo); circulation of the blood, recorded in in The Yellow Emperor's Manual of Corporeal Medicine in China by the second century BC (BCE)
- metal working – cast Iron, fourth Century BC (BCE); superior construction of blast furnace walls; discovery of how to reduce the temperature at which iron melts by using phosphorus, the Chinese cast iron into ornamental and functional shapes; coal, used as a fuel; production of pots and pans with thin walls; development of annealing in the third century, ploughshares, longer swords, and even buildings were eventually made of iron techniques and methods
- seismographs: versions invented second Century AD (CE). Chang Heng (envisaged the earth as a sphere with nine continents with crisscrossing grid of latitude and longitude); noted in court records of the later Han Dynasty in 132 AD (CE)
- meteorology records from c. 2100 BC (BCE) and astronomy; examples of pottery (Beijing Ancient Observatory) dated to the Neolithic period (over 5000 years ago) that record knowledge of astronomy
- glass and ceramics – lead-barium glass used as early as Zhou Dynasty; processed to make ornaments, ritual objects or funerary objects; Warring States Period (475–221 BC (BCE)), dragonfly-eye and jade-imitation glass invented; technical exchange with foreign countries
- ideals of society and personal wealth reflected in art, glassware, jewellery, pottery, utilitarian vs decorative function; impact on commerce and international trade
- military fortifications; weapons.

Assyria – content **may** include, but is not limited to:

- city planning
- hydraulic projects and canals to bring water to Nineveh (Ashur-nasirpal); aqueducts and corbelled arches to cross valleys; flood control
- metalworking including copper-working, precious metals (copper, bronze and gold) used for decorative and utilitarian purposes
- waterproofing of homes using 'mastic'; earthen fired bricks used to seal dams; roads and bridges; ummani used to level ground; stucco and enamel; courts of Nineveh paved with stone set in asphalt; use of pumps
- systems of levees and canals supported agriculture
- calendars; writing; potters' wheels; chariots; numbering system
- glassmaking; lamp making; textile weaving
- use of iron for military purpose.

SECTION B – FEATURE 4: WOMEN AND FAMILY

In the study of this feature, learners will identify the nature of the remaining evidence relating to women and families in an ancient civilisation and, in particular, the roles and status of women.

This evidence may be used to explain, for example:

- political structures
- the nature of social structures and social hierarchies
- women's involvement in commerce; trade practices
- religious beliefs and cultural practices.

The historical context of the selected ancient civilisation will provide the basis for relevant aspects of this study and the relevance of evidence to investigations into the core elements of political, social, economic and cultural structures and practices.

The study of individuals that have been integrated into the study of Section B **will not** be selected for study in Section C, 'The Nature of Power and Authority in an Ancient Society', where there is significant overlap.

This study will focus on:

- different concepts of the family, family structures and family ties, and the roles and relationships within the family, including the role and status of women (domestic, political, religious and the general world of work)
- significance of the family in social and political life
- social status of women in that society; impact of differing social groups on status
- legal status of women in that society
- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities
- concepts of childhood and childhood experiences, including: education, rites of passage, age of maturity
- ways in which women's daily roles differed to those of men
- relationships between women's roles and status, and attitudes towards women held in that ancient society
- nature of the sources for the family, and early depictions of the family (men, women and children) in the historical record.

Content **will** include:

The Geographic and historical context (overview):

- geographical extent of the civilisation during the period (See Table 1 for period of study for each civilisation)
- the history of significant political, social and economic developments that impacted on the historical context of the civilisation studied.

The historical period (overview):

- key historical events and developments of the period
- significance and impact of the key historical events and developments of the period that impacted on the lives of women and families in society
- influence, initiatives and strategies of key political leaders of the period that impacted on social structure.

For each ancient society a content and context outline is given below.

Egypt – content **may** include, but is not limited to:

- families in ancient Egypt; children and education
- role of women as Mistress of the House
- roles of elite women; the institution of the harem
- roles of non-elite women. Domestic servants, wet nurses and nannies
- legal status compared to men. Women's rights in relation to business deals, inheritance; owning and renting property; legal and economic rights and freedoms
- women and religion; women in the after-life
- sources of evidence. Many primary sources are from male elite funerary contexts, male dominated religious monuments, and ancient texts written largely by men.

Greece – content **may** include, but is not limited to:

- families in ancient Greece; children and education
- citizen women, courtesans, metics. (considered to be any resident aliens, including freed slaves), slaves
- women and marriage
- women's legal rights compared to men; women and business; women and religion
- women's rights to own and sell her property; the guardian's role
- Spartan women: the importance of physical health linked to a woman's ability to produce strong, healthy Spartan boys
- sources of evidence.

Rome – content **may** include, but is not limited to:

- families in ancient Rome; paterfamilias (the father), wife (and mother), children; other family members, slaves and servants; marriage customs; children
- children and education
- role of materfamilias; legal status vs custom; position in the household
- role of female slaves in the household and on estates; types of domestic service; sexual services
- domestic and economic roles of women with lower socio-economic status
- legal status of women in Roman society
- women in essential roles on the edge of society – Vestal Virgins and courtesans
- scope, bias and reliability of sources of evidence. Limited scope: little evidence written by women.

China – content **may** include, but is not limited to:

- families in ancient China; beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, attitudes to infanticide, gender, leisure activities
- children and education
- roles of elite women in Chinese society
- roles of non-elite women
- women as citizens; women in marriage; women's rights
- education for women; courtesans highly skilled in literature, music and dancing
- legal status of women compared to men; legal and economic rights and freedoms
- sources of evidence. Many primary sources predominantly present women as consorts; ancient texts written by men.

Assyria – content **may** include, but is not limited to:

- families in ancient Assyria; family members, slaves and servants; marriage customs; children
- children and education
- nature of the inequality of rights between men and women in ancient Mesopotamia; varied in the later Akkadian, Babylonian and Assyrian empires
- changing nature of women's rights; early periods women free to go to marketplace, own property, borrow money, attend to legal matters and engage in business
- education available to elite women (prior to Neo Assyrian empire); mainly priestesses and royal family; some administrative authority
- hierarchical structure of society; evidenced great distinctions in roles and rights
- status varied in city states
- nature of women's rights and roles; cultural expectations of women changed in Neo-Assyrian empire; introduction of public veiling of women; disallowed education; rights diminished – decline in women's rights correlates to the rise of Assyrian monotheism
- legal status; marriage laws, laws protecting the rights of women.

SECTION B – FEATURE 5: BELIEFS, RITUALS AND FUNERARY PRACTICES

In the study of this feature learners will identify the nature of the remaining evidence relating to religious beliefs and rituals of an ancient society.

This evidence may be used to explain, for example:

- political structures
- the nature of social structures and social hierarchies
- economic structures
- religious beliefs and cultural practices.

The historical context of the selected ancient civilisation will provide the basis for relevant aspects of this study and the relevance of evidence to investigations into the core elements of political, social, economic and cultural structures and practices.

Studies may include the contribution of myths and legends to beliefs and worldview.

Religion and mythology overlap, however, both investigate the supernatural and sacred in ancient societies. Mythology draws on specific explanations for phenomena and contributes in varying significance to the religion of ancient societies. Religion is a broader concept that incorporates theology, morality, world view, ritual and the distinctive expression of religious beliefs.

This study will focus on:

- dominant religious beliefs and rituals
- nature, influence and significance of the deities worshiped
- influence and significance of beliefs and rituals
- influence and significance of myths and legends to religious beliefs in an ancient society
- sacred spaces and practices associated with religious worship; similarities and differences between private and state religious worship
- attitudes to and beliefs about death, and the concept of an afterlife
- funerary beliefs and practices (burial sites, forms of burial, ceremonies, rites and rituals) and their relationship to religious beliefs and social status.

Content **will** include:

The geographic and historical context (overview):

- geographical extent of the civilisation during the period (See Table 1 for period of study for each civilisation)
- the history of significant political, social and economic developments (for example, trade; expansion; conflicts; internal and external threats) that impacted on the historical context of the civilisation studied.

The historical period (overview):

- key historical events and developments of the period
- significance and impact of the key historical events and developments of the period that impacted on beliefs, rituals and funerary practices
- influence, initiatives and strategies of key political leaders of the period.

Content **may** include but is not limited to:

- major deities worshiped; deities associated with death and the afterlife
- nature of the relationship between human and divine; beliefs concerning the nature of humanity and immortality; beliefs about role of the dead in the world of the living
- sacred spaces in which deities were worshiped practices associated with worship (e.g. rituals, offerings, prayers, role of music, festivals)
- similarities and differences between private and state religious worship
- beliefs concerning the nature of the human afterlife, who could expect an afterlife, and who was excluded (what was it expected to be like? For whom?)
- funerary beliefs and practices; how the body was prepared for burial; funerary practices and rites; goods and items buried with the dead (their meaning and purpose)
- nature and scope of available primary and secondary sources about funerary beliefs and practices in an ancient society

- the nature of myths and legends in an ancient society; narrative of some significant myths and legends.

Egypt – content **may** include, but is not limited to:

- polytheism; deities linked with natural forces; key themes of fertility, rebirth, death and resurrection; dominant gods linked with social classes
- regional nature of gods and goddesses; significant gods such as Ra, Amun, Isis, Osiris, Anubis, Horus, worshipped widely
- pharaoh seen as an intermediary between the gods and people
- beliefs about the role of the dead; funerary practices including mummifying, the practice of burying with goods needed in the afterlife including human sacrifice; gender difference in grave goods; mummy masks in 'cartonnage'; statuary, reliefs and decoration; use of hieroglyphs
- pyramids; tombs of royalty; significance of New Kingdom rock cut tombs; beliefs and practices for the other social groups
- significant myths such as the story of Ra (Re).

Greece – content **may** include, but is not limited to:

- origins of Greek religion in Mycenaean Bronze Age Greece
- the nature of public religion and cult practices; cult of Amun; private household and ancestor cults
- no single cosmogony; hierarchical polytheistic religion; theomachy (battles between gods); gods associated with certain cities; belief in an underworld
- extensive mythology based on explanations of interactions of gods and humans and mythical creatures (satyrs, cyclops, dryads)
- historical events used as basis for epic poems such as the Iliad, attributed to Homer
- significant religious rituals celebrating gods, games celebrating Zeus, Pan-Hellenic games including Olympic Games
- the concept of 'hubris' in morality; myths such as Prometheus – Creation of Man; interpretations of philosophies, e.g. Stoicism and Platonism.

Rome – content **may** include, but is not limited to:

- religion traced to the founders of Rome, *mos maiorum* (ancestral customs); in early Rome, Forum Boarium, (religious centre); ancient festivals such as the Lupercalia; legendary founding on Rome attributed to Romulus and Remus; adoption of Greek gods and the nature of pantheism
- kings communicate directly with the gods; The Imperial Cult of Rome from the time of Augustus; emperors and family sanctioned with divine rights by the Roman State; other religions existed concurrently
- significance of the correct practice of prayer and ritual; public rituals; state supported 'vestals'; women's role in prayer and ritual and ceremony
- adoption of religious practice from other cultures resulting in participation in private family rites and participation in public religion
- senate restriction of private rituals (e.g. the Bacchanals in 186 BC; mono-theism not compulsory, many deities adopted; monotheistic Judaism led to the first Jewish–Roman War
- Christianity official religion by c. 4th AD (CE).

China – content **may** include, but is not limited to:

Qin

- Qin dynasty: dominance of Legalist philosophy; tenets of the Legalist philosophy
- books, writings and historical texts contradicting Legalism destroyed
- Confucianism targeted – in 213 B.C.; capital offense to discuss Confucian beliefs
- regional worship of spirits and gods connected to natural forces
- rites; the feng or fang and shan sacrifices, practiced by the emperor to achieve immortality
- Confucianism, and Daoism emerging.

Han

- Ancestor worship; costly burials; ritual sacrifices to the deities, spirits and ancestors; the nature of private religious beliefs
- Taoism main Han dynasty religion; ceremonies for worship and religious purposes
- establishment of Buddhist foundations; major religion around 1st Century AD (CE)
- introduction of Confucianism; ideological underpinnings of Confucianism
- Emperors seen as ruling under the mandate of Heaven; provide spiritual blessing to the people; direct involvement in religious and spiritual worship and ritual
- state religion based on the Five Elements (fire, water, earth, wood, and metal)

- sites of worship
- legends and myths recorded in texts such as the Classic of the Mountain and Seas a geographical and cultural account of China as well as Chinese mythology; current version finalised during the Han Dynasty
- documentation of Chinese myths through imperial historical documents and philosophical canons such as Book of Rites, Records of the Grand Historian, Book of Documents, and Lüshi Chunqiu.

Assyria: content **may** include, but is not limited to:

- Ashur the patron deity of the city of Assur during Neo-Assyrian Empire
- Neo-Assyrian Empire centered around the Assyrian king; kingship considered a divine mandate; king considered the deity of the entire empire
- kings were the servant of the god Ashur; the king's absolute authority of the king
- unity of vision of a supreme deity (Ashur) intended to unify the regions of the empire
- mythology of religious cosmology; Epic of Creation (c. 1200 BC (BCE))
- polytheistic religion, also henotheistic (single god)
- gods associated with origins: Enki (from Eridu); Ashur (from Assur); Ishtar (from Arbela)
- syncretism of gods between Akkadian and Sumerian peoples
- anthropomorphic representation of gods and goddesses
- deities ranked in primary importance
- record of deities, myths and legends, e.g. Epic of Gilgamesh
- public devotions; ziggurats; private devotions and prayer.

SECTION C – THE NATURE OF POWER AND AUTHORITY IN AN ANCIENT SOCIETY

In Section C, learners investigate leadership and the nature of power and authority in an ancient society. Learners will study either Egypt **OR** Greece **OR** Rome **OR** China **OR** Assyria.

The importance of human agency is a central consideration in many disciplines within studies of society: to what extent outstanding individuals were the product of their society and to what extent their society was shaped by the individual's actions and initiatives. This Unit also investigates the impact of power and authority on the social, political, military, religious, cultural and economic features of the society and the reasons for continuity and change.

Learners **may** select a civilisation that **has not** been studied in Sections A and B.

Learners will focus on **ONE** individual in **ONE** civilisation.

Individuals may, for example, be identified as leaders from government, royalty or the military, or may be statesmen, philosophers or women that made significant contribution to society. Studies will assess the effectiveness and outcomes of prominence or leadership in an ancient society in an historical context.

The study of **ONE** individual in the selected topic will include the background and historical context for the period, events relevant to the individual's life and historical outcomes that were as a result of the actions or achievements of the individual. Other individuals may be referred to in the context of the study of the selected individual.

Relationship of Section to Learning Outcomes

Specific Learning Outcomes about knowledge of, and understanding about an ancient civilisation related to Section C.

Learners will be able to:

- describe the impact of human agency on historical narrative of an ancient society.

Learners will also develop skills they need to meet the Learning Outcomes related to *historical inquiry and communication*.

This section of the course has a focus on:

- the detailed study of an individual from an ancient society who had a significant impact on their society
- the nature of power, authority and leadership in an ancient civilisation
- the historical context in which the individual from an ancient society lived
- understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals.

Requirements: A learner will negotiate with the teacher to select **one** topic (individual) from the list below. The historical inquiry will include the topics listed below.

The study of individuals in Section A and B will not be selected for study in Section C. Contextual reference to an individual in Section A or B will not, however, preclude the study of that individual in Section C where there is no significant overlap of content.

The study of an individual in an ancient society will include the historical context in which they lived. Learners will reference key social, political, economic, religious and cultural contexts both before and after the life of the individual where there is relevant historical connection.

In the selected ancient society learners **will** study the:

- historical context in which the individual lived
- nature and scope of power that leaders exercised, and their roles in the society
- ways in which government was organised, and leaders selected, and ways in which leaders' power typically ended
- threats to the individual's leadership (or prominence)
- an examination of the possible motivations of the individual
- how the individual's social context (the values, beliefs and understandings of their society) influenced or shaped the individual
- ways in which the individual's actions shaped their society
- ways in which leaders were impacted by internal and external threats to government
- the nature or degree of the individual's impact – how significant was it? (e.g. revolutionary, short-term, established systems on which later changes depended)
- nature of representations of leaders in an ancient society.

Historical inquiry topics: learners will locate and assess a variety of primary and secondary sources on the following topics related to the selected individual in order to develop and support their research and understandings.

Their background and rise to prominence, including:

- family background and status
- key events in their rise to prominence
- significant influences on early development.

The career of the individual, including:

- change of role, position, status over time
- possible motivations for actions
- methods used to achieve aims
- relationships with groups and other individuals
- significant events in the career of the individual
- manner and impact of death.

The impact and legacy of the individual, including:

- assessment of their life and career
- the influence of the individual on their time
- their longer-term impact and legacy.

Changing perspectives and interpretations of the individual, including:

- depictions of the individual during their lifetime
- judgements of the individual by other individuals and groups during their lifetime
- interpretations of the individual after their death (e.g. in writings, images, films).

Learners will study **ONE** of the following individuals:

Egypt (Middle Kingdom to New Kingdom 18th and 19th Dynasties):

- Neb-hetep-re Mentuhotep II
- Hatshepsut
- Akhenaten
- Horemheb
- Ramesses II

Greece:

- Solon
- Cleomenes I
- Peisistratus
- Themistocles
- Thucydides

Rome:

- Marcus Tullius Cicero
- Sulla
- Gaius Julius Caesar
- Livia
- Augustus.

China (later Han and the Three Kingdoms):

- Liu Bei
- Zhuge Liang
- Cao Cao.

Assyria (Neo-Assyrian Empire to the sack of Nineveh):

- Tiglath–Pileser
- Sargon II
- Ashurbanipal.

SECTION C – TOPIC 1:

EGYPT: MIDDLE KINGDOM (11th DYNASTY) TO NEW KINGDOM EGYPT (18th DYNASTY AND 19th DYNASTY)

The study of **ONE** individual in this topic **will** include the background and historical context for the period and the nature and power and authority:

- the historical and geographical context; a brief overview of Old and Middle Kingdom developments; the significance of the Second Intermediate Period; Upper and Lower Egypt and the territorial boundaries of Egypt
- the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule); religion (significance of the pharaoh as god-king, Son of Re, Lord of the Two Lands, Upholder of Maat, the role and importance of Amun); the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier); and the bureaucracy (methods of taxation, commerce and trade).

Learners will study topics relevant to the individual's life which **may** include:

- the role of 17th Dynasty rulers, including queens; establishment of the 18th Dynasty
- the development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire; the iconography of the 'warrior pharaoh', and the nature of Egyptian imperialism
- the nature of the empire and its impact on economic development, including the significance of booty, tribute and trade
- the changing nature of Egypt's relations (for example warfare and diplomacy) with other powers, in particular the Mitanni and Hittites
- the role of 17th Dynasty rulers, including queens, in the expulsion of the Hyksos and the establishment of the 18th Dynasty
- the consolidation of the 18th Dynasty in relation to the role and growing status of the Amun cult and Egyptian queens who took the title 'God's Wife of Amun'
- the religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders' village, Deir el Medina; the significance of Theban festivals
- the religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders' village, Deir el Medina; the significance of Theban festivals
- conquest and expansion in Nubia and Syria-Palestine, the iconography of the 'warrior pharaoh', and the nature of Egyptian imperialism
- the nature and impact of the Amarna revolution and the restoration of Amun during the latter part of the 18th Dynasty under Tutankhamun and Horemheb.

SECTION C – TOPIC 2:

GREECE c. 600 – 400 BC (BCE)

The study of **ONE** individual in this topic **will** include the background and historical context and the nature of power and authority:

- the historical and geographical context will include: the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia
- the nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the Athenian polis (hereditary kingship, the role of clans and phratriae); the emergence of the Spartan polis and role of kings; the development of the Athenian polis (5th Century BC (BCE)) , including the transition.

Learners will study topics relevant to the individual's life which **may** include:

c. 600–490 BC (BCE)

- from monarchic to oligarchic rule; the role of polemarch, basileus, archons, thesmothetae, Areopagus, Ecclesia, and legal structures, for example Draco's codification of laws replaced by Solon in 594 BC (BCE)
- the political, economic and cultural influence of Ionia on Athenian development
- Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly
- causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture
- the political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class
- the impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet
- the causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power
- the emergence of Pan-Hellenic sites for example Dodona and Delphi; the importance of omens and oracles for example Zeus and Apollo at Delphi; the religious and political significance of the Pan-Hellenic Games, including Olympic, Pythian, Isthmian, and Nemean Games
- the nature and significance of technological innovation in pottery and monumental architecture.

Athens 490–400 BC (BCE)

Topics **will** include the background and historical context and the nature of power and authority:

- background for the period, including the chronological and geographical context of Athens in 490 BC (BCE), Cleisthene's democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490 BC (BCE), the Athenian response, and the Ionian Revolt
- the nature of power and authority in Athens in 490 BC (BCE), including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthene's reforms.

Learners will study topics relevant to the individual's life which **may** include:

- the causes, course and consequences of conflict with Persia in 490 BC (BCE) with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades
- the development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendency of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi
- the Persian Wars 481–478 BC (BCE), including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens
- the reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens
- initial campaigns under Cimon to 461 BC (BCE) and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power
- the rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliaea
- Athens' changing foreign policy in 461 BC (BCE), its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall

- the significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445 BC (BCE)
- the beginnings of Periclean Athens (c. 495–429 BC (BCE), including democratic reforms and the building program.

SECTION C – TOPIC 3:

ROME 133 BC (BCE) – 63 AD (CE)

The study of **ONE** individual in this topic **will** include the background and historical context and the nature of power and authority for the period.

- The historical and geographical context will include: the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies
- The nature of power and authority in Rome in 133 BC (BCE), including the social structures of Roman society (the nobility, equestrians, slaves, freedmen, socii, patron-client relations and family structures; the distinction between citizens and non-citizens; the political structures (consuls, senate, tribunate, assemblies and magistrates of the people, and provincial administration and the use of the Senatus Consultum Ultimum); the economy, (agriculture, the land tenure system, trade, slavery, provinces and taxation; Pompey's Eastern Settlement); the military organization (client armies); and religious practices (omens, oracles, religious festivals, triumphs and games.)

Learners will study topics relevant to the individual's life which **may** include:

- 64 BC (BCE) – 14 AD the senate, assemblies of the people, the magistrates of the people, the provincial administration); the economy (agriculture, trade, slavery, provinces, taxation and); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games.)

The Change and Development of Power and authority:

- reasons for the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi, and the political, economic and social impact of the reforms
- the tribunate and growing tensions between the optimates and populares between 133–63 BC (BCE)
- the treasons for Marius' first consulship, his command against Jurgurtha, the significance of his subsequent consulships and extraordinary commands against the Teutones and Cimbri
- the military reforms of Marius, the growth of client armies and their impact on Roman politics and society to 63BC (BCE)
- the reasons for Sulla's March on Rome, the Civil War, Sulla's dictatorship and the effectiveness of the so-called 'Sullan Restoration' on the powers of the tribunate and Senate
- the reasons for, and nature of, the extraordinary commands of Pompey up to 63 BC (BCE) and their impact on the Roman Republic, including the commands against Lepidus and Sertorius, the lex Gabinia and lex Manilia
- the significance of Cicero's consulship, the Catiline Conspiracy and the Concordia Ordinum
- the role and impact of violence in Roman politics, including the use of the Senatus Consultum Ultimum, and Civil War.

Rome 63 BC (BCE) – 14 AD (CE)

Topics **will** include the background and historical context and the nature of power and authority:

- the nature of power and authority in Rome in 63 BC, including the social structure of Roman society (the nobility, equestrians, slaves, freedmen, patron-client relations, and family structures, including 'pater familias'); political structures (the senate, assemblies of the people, the magistrates of the people, the provincial administration, and the use of the Senatus Consultum Ultimum); the economy (agriculture, trade, slavery, provinces, taxation and Pompey's Eastern Settlement); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games)
- the reasons for the formation of the 'First Triumvirate' of Caesar, Crassus and Pompey (59–53 BC (BCE), including tensions between the optimates and populares.

Learners will study topics relevant to the individual's life which **may** include:

- Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command
- the reasons for the breakdown of the 'First Triumvirate' and the key events of the Civil War, including Caesar versus Pompey and the optimates; battles of Pharsalus, Thapsus and Munda
- Caesar's dictatorship, including his constitutional position, reform program and the reasons for his assassination
- the reasons for the formation of the 'Second Triumvirate' of Antony, Lepidus and Octavian
- the nature of the tensions and rivalry between Octavian and Mark Anthony, the breakdown of the 'Second Triumvirate', Cleopatra and the significance of the Battle of Actium

- the purpose and nature of the 1st and 2nd Settlements of Augustus, subsequent developments, and their impact in consolidating his authority
- the reasons for the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic
- the role and impact of violence in Roman politics, including the use of client armies and civil war
- the nature and objectives of Augustus' foreign policy.

SECTION C – TOPIC 4:

CHINA: LATE HAN AND THE THREE KINGDOMS 180–280 AD (CE)

The study of **ONE** individual in this topic **will** include the background and historical context and the nature of power and authority for the period.

- Background for the period including the historical and geographical context in AD 180, the geographical extent of the Chinese state, the location of the capital Luoyang, including the significance of the plagues
- The nature of power and authority in China in the period, including the social structure of Late Han society (emperor, nobility, eunuchs, commoners, the significance of imperial marriage); political structures (emperor, ministers, the court, kings, provincial administration); the economy (agriculture, coinage, taxation of land, labour, property); popular religion (Daoism); the nature of military forces (limits of conscription standing armies, local levies, non-Chinese auxiliaries, private retainers, development of warlord armies.)

Learners will study topics relevant to the individual's life which **may** include:

- Zhang Jue and The Way of Great Peace campaign, the Yellow Turban Rebellion of AD 184 and its suppression; the north-western rebellion in the Liang province: the consequent social and economic disruption
- the reasons for the power struggle between the palace eunuchs, Confucianists and imperial relatives by marriage; AD 189: the death of Emperor Ling; the assassination of He Jin; the massacre of the Eunuchs and the seizure of power of warlord Dong Zhou
- the rise of military leaders and local warlords, the puppet reign of Emperor Xian, and the downfall of the Han dynasty
- Cao Cao's military success at Guandu (AD 200) and his consolidation of power in northern China, the alliance of Sun Quan and Liu Bei, and the Battle of Red Cliffs (AD (CE) 208)
- the abdication of Emperor Xian and the establishment of Cao Pi as Emperor of Wei in AD (CE) 220, Liu Bei as Emperor of Shu-Han and Sun Quan as Emperor of Wu
- the rivalry between Wu and Shu, Liu Bei's victory at Ding Jun mountain and the capture of Hanzhong (AD (CE) 219), seizure of Jin province on the middle Yangtse by Wu (AD (CE) 219); Zhuge Liang's Southern Expedition and the re-establishment of an alliance between the Wu and Shu kingdoms (AD (CE) 223)
- stability and prosperity in the state of Wu under Sun Quan, including conquest and colonisation in south China, and economic development including trade with South-East Asia
- the power of the Sima clan in Wei, the overthrow of Cao Shuang and the abdication of Cao Huan to Sima Yan in AD (CE) 264, the proclamation of the Jin Dynasty in northern China
- the decline of Shu after the death of Zhuge Liang, culminating in the invasion by Wei and the surrender of Liu Shan in AD (CE) 263
- the succession problems of the state of Wu and the surrender of of Sun Hao to Jin in AD (CE) 280
- the extent of Chinese territorial expansion by AD (CE) 280, the external threats, the evidence for Roman–Chinese relations.

SECTION C – TOPIC 5:

ASSYRIA : NEO ASSYRIAN EMPIRE 911–612 BC (BCE)

The study of **ONE** individual in this topic **will** include the background and historical context and the nature of power and authority for the period.

- Background for the period including the historical and geographical context in the Neo-Assyrian period; the geographical extent of the Assyrian empire and the nature of expansion; significant leaders of the period; the location of the capital and key cities in the empire; the attitude towards people of conquered states and empires
- The nature of power and authority in Assyria in the period, including the social structure of society; political structures; royalty; the economy; expansion of the empire; religion; the nature of military forces and technological developments in weapons.

Learners will study topics relevant to the individual's life which **may** include:

- the geographical vastness of the Neo Assyrian empire: great expansion; ruthless leadership; technologically and doctrinally advanced military; first civilisation to make use of mass-produced iron weaponry

- the purpose of inter-marriage as a strategy of loyalty and to unite kingdoms; secured enemies as an ally, for example, Babylon
- the nature of warfare; for example, reign of Ashurnasirpal II (884–959 BC (BCE)); developments in siege warfare; breaching methods and multi-storied wooden towers on wheels
- impact of a supreme deity to achieve unity throughout the regions; all worshipping the one god; cohesion of regions
- advances in medicine; drew upon the knowledge of conquered peoples who were assimilated into Assyria; systematic cataloguing of plants and animals; schools; women no longer able to gain an education or hold positions of authority nor able to participate in public religious worship; decline in women's rights correlated to the rise of Assyrian monotheism
- reign of Shalmaneser III (859–824 BC (BCE)) expansion of empire
- the reasons for the social and political reforms in the Neo-Assyrian empire and their political, social, military, cultural and economic impact on the Assyrian empire
- the role and impact of violence in Assyria; civil war
- the nature and objectives of Assyrian assimilation policy
- the nature of reforms to the military and restructured bureaucracy of government; during reign of Tiglath-Pileser III (745–727 BC (BCE)) reasserted central control over the empire; reconquered the Mediterranean seaboard; subjugated Babylon; the Aramaic alphabet, imported into the Assyrian government by Tiglath-Pileser III from the conquered region of Syria; thousands of years of history and culture preserved for future generations
- the nature and scope of the written record: administrative, legal, historical and historiographic documents, treaties, literature, poetry, prose, letters, essays, instructional texts
- wealth, expansion and cohesion of the later Neo Assyrian empire; large record of military exploits in cuneiform blocks reigns of Shalmaneser V (727–722 BC (BCE)); Sargon II (722–705 BC (BCE)); Sennacherib (705–681 BC (BCE)
- reasons for the sacking of Babylon; Sennacherib's reign, temples of the city looted; seen as sacrilege; assassination of Sennacherib by sons to placate gods; succeeded by Esarhaddon
- nature of developments in the late Neo Assyrian empire; Esarhaddon (681–669 BC (BCE)); empire flourished; successful military campaigns, stable government, advances in medicine, literacy, mathematics, astronomy, architecture, and the arts
- reign of Ashurbanipal; ruled efficiently; stable government; built great library in Nineveh; recorded the history of the Assyrians on hard clay tablet books
- nature of the gradual decline during reign of Ashurbanipal's successors; regions overtaxed; difficulties in defending the borders; revolt of vassal states
- reasons for the downfall of the Neo Assyrian empire; sack and burning of Nineveh and Ashur in 612BC (BCE); Babylonians, Persians, Medes and Scythians; cities of Assyrian empire lost.

Work Requirements

SECTION	FOCUS	REQUIREMENTS	RECOMMENDED WORD COUNT
SECTION A	Study of **ONE** civilisation: An overview of the historical context of the specific event, development, era or site of the civilisation selected for study. This will include key events impacting on the historical context of the topic as well as key outcomes. Investigations will include: • the geographical and chronological context. • different representations of the ancient world • issues related to the reliability and usefulness of the evidence • application of key concepts as part of historical inquiry (including perspectives, interpretation and representation) • the use of a range of evidence to support and communicate historical explanations and arguments.	A minimum of **two** essays. At least **one** research essay of 1500–2000 words. Other responses may include, for example, analytical essay; response to stimulus; oral response supported by written research and documentation.	Recommended total word limit not to exceed: **3000 words**.
SECTION B	Study of **ONE** civilisation. The civilisation will be the same as the civilisation studied in Section A: Structure of Ancient Societies: Learners will investigate: • the chronological and geographical context • political institutions • social structure • economic activities and • cultural practices of an ancient civilisation. A range of primary and secondary source evidence will be used to support historical arguments on political, social, economic and cultural structures and practices. Evidence will be drawn from **at least one** *feature of an ancient civilisation. Features of civilisations include: Arts, Architecture and Drama; Weapons and Warfare; Technology and Engineering; Women and Family; Beliefs, Rituals and Funerary Practices.	A minimum of **two** essays. At least **one** research essay of 1500–2000 words. Other responses may include, for example, analytical essay; response to stimulus, oral response supported by written research and documentation.	Recommended total word limit not to exceed: **3000 words**.
SECTION C	Learners will provide an overview of the historical context of **ONE** civilisation selected for study and the achievements of **ONE** individual in that society. **The civilisation selected for study in this section <u>may be</u> a different civilisation to the one studied in Sections A and B.** Studies will include: • the historical background and context of the era • rise to prominence of the individual and their career • the impact and legacy of the individual • the changing perspective and interpretations of the individual.	A minimum of **two** essays. At least **one** research essay of 1500–2000 words. Other responses may include, for example, analytical essay; response to stimulus; oral response supported by written research and documentation.	Recommended total word limit: not to exceed: **3000 words**.

	Learners will assess importance of human agency, to what extent outstanding individuals were the product of their society and to what extent their society was shaped by the individual's actions and initiatives within an historical context.		

** Learners must reference sufficient features to address all four core elements of this study: political, social, economic and cultural structure and practices.*

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a written examination assessing criteria: 3, 4, 5, 6 and 7.

For further information, see the current external assessment specifications and guidelines for this course which can be found in the Supporting Documents below.

Criteria

The assessment for Ancient History Level 3 will be based on the degree to which the learner can:

1. undertake inquiry in ancient historical issues
2. use historical ideas and concepts in discussing the ancient world
3. communicate historical ideas and information *
4. use evidence to support historical interpretations and arguments*
5. describe and assess differing historical interpretations on issues affecting the ancient world*
6. describe the nature and characteristics of an ancient civilisation*
7. assess the impact of human agency on an ancient society *
8. use resources and organisational strategies

* = denotes criteria that are both internally and externally assessed.

Standards

Criterion 1: undertake inquiry in ancient historical issues

The learner:

Rating A	Rating B	Rating C
critically selects a wide range of primary and secondary source material that is relevant to an historical inquiry	selects a range of appropriate primary and secondary source material that is relevant to an historical inquiry	selects a limited range of primary and secondary source material that supports an historical inquiry
frames a wide range of relevant inquiry questions to guide inquiry	frames a range of relevant inquiry questions to guide inquiry	frames limited inquiry questions to guide inquiry
formulates, tests and modifies proposals to investigate historical inquiry	formulates and modifies proposals to investigate historical inquiry	formulates basic proposals to investigate historical inquiry
effectively uses a range of appropriate tools and strategies to collect and organise information	uses a range of tools and strategies to collect and organise information	uses a limited range of tools and strategies* to collect and organise information
critically analyses and evaluates* historical inquiry issues.	analyses* historical inquiry issues.	assesses* issues relating to historical inquiry.

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 2: use historical ideas and concepts in discussing the ancient world

The learner:

Rating A	Rating B	Rating C
uses a wide range of terminology and specialist terms to clarify meaning to support historical discussion	uses relevant terminology and correct usage of a range of specialist terms to support historical discussion	uses a limited range of relevant specialist terms to support historical discussion
uses a wide range of ideas and **historical concepts of own and others in written responses	uses a range of ideas and **historical concepts of own and others in written responses	uses a limited range of ideas and **historical concepts of own and others in written responses
uses a wide range of comprehensive and detailed explanations of ideas and **historical concepts in discussing the ancient world	uses a range of detailed explanations of ideas and **historical concepts in discussing the ancient world	uses a limited range of explanations of ideas and **historical concepts in discussing the ancient world
analyses and evaluates impact and significance of historical contexts on causation, change and continuity over time	explains* impact and significance of historical contexts on causation, change and continuity over time	identifies impact and significance of historical contexts on causation, change and continuity over time
analyses relationships between differing ideas and concepts in discussing the ancient world	explains relationships between differing ideas and concepts in discussing the ancient world	identifies relationships between differing ideas and concepts in discussing the ancient world
critically analyses causes and effects of events and factors impacting on an ancient civilisation.	analyses causes and effects of events and factors impacting on an ancient civilisation.	discusses cause and effect of events and factors impacting on an ancient civilisation.

*See glossary of terms used in standards at the end of this section of the course document.

**Historical concepts include cause and effect, significance, continuity and change, empathy, perspectives and contestability.

Criterion 3: communicate historical ideas and information

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
structures ideas to effectively compose coherent and cohesive arguments in analytical responses	structures ideas to compose coherent arguments in analytical responses	structures main ideas to compose arguments in analytical responses
presents clear, logical and detailed analytical interpretations and historical arguments	presents clear, logical, coherent* and evidence-based interpretations and historical arguments	presents clear and logical interpretations and historical arguments
clearly and accurately communicates ideas, arguments and points of view of own and others in written responses	clearly communicates ideas, arguments and points of view of own and others in written responses	communicates basic ideas, arguments and points of view of own and others in written responses
accurately uses complex grammatical conventions, and spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions, spelling and punctuation to achieve clarity in written responses
clearly differentiates the information, images, ideas and words that are not the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
follows referencing conventions and methodologies with a high degree of accuracy	follows referencing conventions and methodologies correctly	generally follows referencing conventions and methodologies correctly
creates appropriate, well structured reference lists/bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 4: use evidence to support historical interpretations and arguments

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
uses a wide range of evidence to critically analyse historical interpretations and arguments of others	uses a range of evidence to analyse historical interpretations and arguments of others	uses a limited range of evidence to analyse historical interpretations and arguments of others
uses a wide range of historical evidence to develop own detailed, analytical interpretations and historical arguments	uses a range of historical evidence to develop own interpretations and historical arguments	uses a limited range of historical evidence* to support own interpretations and historical arguments
synthesises a wide range of appropriate primary and secondary sources to develop detailed, analytical interpretations and arguments	uses a range of appropriate primary and secondary sources to develop own interpretations and arguments	uses a limited range of appropriate primary and secondary sources to support own interpretations and arguments
synthesises an analytical, coherent and evidence based position on historical issues.	synthesises* an evidence based position on historical issues.	presents an evidence based position on historical issues.

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 5: describe and assess differing historical interpretations on issues affecting the ancient world

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
analyses conclusions and rationale or line of argument used in differing historical interpretations and representations of own and others	describes* conclusions and elements of rationale or line of argument used in differing historical interpretations and representations of own and others	identifies main conclusions and elements of rationale or line of argument used in differing historical interpretations and representations of own and others
analyses sources and historical information used in support of differing historical interpretations and representations of others	describes sources and historical information used in support of differing historical interpretations and representations of others	identifies sources and historical information used in support of differing historical interpretations and representations of others
analyses impact of omissions, inaccuracies or deficiencies on validity of differing historical interpretations and representations	describes impact of omissions, inaccuracies or deficiencies on validity of differing historical interpretations and representations	identifies impact of omissions, inaccuracies or deficiencies on validity of differing historical interpretations and representations
analyses and evaluates impact of origin, purpose and context on reliability, contestability and validity of historical information	analyses impact of origin, purpose and context on reliability, contestability and validity of historical information	describes and assesses impact of origin, purpose and context on reliability, contestability and validity of selected information
analyses and evaluates relative merits of differing historical interpretations and representations	analyses relative merits of differing historical interpretations and representations	identifies relative merits of differing historical interpretations and representations
analyses historical interpretations of chronological and geographical contexts** in an ancient society	describes historical interpretations of chronological and geographical contexts** in an ancient society	outlines* historical interpretations of chronological and geographical contexts** in an ancient society
analyses and evaluates historical interpretations of the impact and significance of historical contexts on causation, change and continuity over time.	explains historical interpretations of the impact and significance of historical contexts on causation, change and continuity over time.	identifies historical interpretations of the impact and significance of historical contexts on causation, change and continuity over time.

*See glossary of terms used in standards at the end of this section of the course document.

**Includes the nature of the environment.

Criterion 6: describe the nature and characteristics of an ancient civilisation

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
explains and analyses the social, political, economic and cultural structures and practices of an ancient society	describes and discusses social, political and economic structure of an ancient society	outlines social, political and economic structure of an ancient society

analyses the impact of political, economic, social and cultural structures and practices on the nature and characteristics of key features* of an ancient society	describes the impact of political, economic, social and cultural structures and practices on the nature and characteristics of key features* of an ancient society	outlines the impact of political, economic, social and cultural structures and practices on the nature and characteristics of key features* of an ancient society
analyses the significance of the political, economic, social and cultural structures and practices and key features of an ancient society within geographic and historical contexts	describes the significance of political, economic, social and cultural structures and practices and key features of an ancient society within geographic and historical contexts	identifies the significance of political, economic, social and cultural structures and practices and key features of an ancient society within geographic and historical contexts
analyses and evaluates how historical context and the beliefs and values of an ancient society are evidenced in key features of ancient civilisations	analyses how historical context and the beliefs and values of an ancient society are evidenced in key features of ancient civilisations	assesses how historical context and the beliefs and values of an ancient society are evidenced in key features of ancient civilisations
describes and explains the impact of chronological and geographical contexts, including the nature of the environment on an ancient society.	describes the impact of chronological and geographical contexts including the nature of the environment on an ancient society.	outlines the impact of chronological and geographical contexts including the nature of the environment on an ancient society.

*'Features' refers to the topics indicated in the Course Content section of the course document – Table 2: Course Contents (Part B 'Features') and Table 4: Section B Compulsory Elements and Features.

Criterion 7: assess the impact of human agency on an ancient society

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
analyses ways in which social and historical context influenced and shaped an historical individual	explains ways in which social and historical context influenced and shaped an historical individual	describes* ways in which social and historical context influenced and shaped an historical individual
critically analyses and evaluates relative significance of contextual factors on the actions of an individual in an ancient society	analyses and evaluates relative significance of contextual factors on the actions of an individual in an ancient society	describes and explains relative significance of contextual factors on the actions of an individual in an ancient society
explains the nature of leadership in an ancient society, and the means of determining power and authority in a selected field**	describes the nature of leadership in an ancient society, and the means of determining power and authority in a selected field**	outlines the nature of leadership in an ancient society and the means of determining power and authority in a selected field**
critically analyses leadership roles, and nature and scope of power held by the individual	describes and explains leadership roles, and nature and scope of power held by the individual	outlines leadership roles, and nature and scope of power held by the individual
uses detailed, logical, evidence based arguments to speculate on possible motivations of an historical individual	uses logical, evidence based argument to speculate on possible motivations of an historical individual	uses limited evidence to support arguments speculating on possible motivations of an historical individual
analyses and evaluates nature of, and degree to which, the actions or beliefs of an historical individual influenced/ shaped their society	analyses nature of, and degree to which, the actions or beliefs of an historical individual influenced/ shaped their society	assesses nature of, and degree to which, the actions or beliefs of an historical individual influenced/ shaped their society
analyses and evaluates the causes of internal and external threats on an ancient	analyses the causes of internal and external threats on an ancient	explains the causes and impacts of internal and external threats on an

civilisation and the impact on the actions of individuals	civilisation and the impact on the actions of individuals	ancient civilisation and the impact on the actions of individuals
analyses and evaluates effectiveness of leadership responses to internal and external threats.	analyses effectiveness of leadership responses to internal and external threats.	assesses effectiveness of leadership responses to internal and external threats.

*See glossary of terms used in standards at the end of this section of the course document.

**'selected field' refers to the field of endeavour that the selected individual has been historically documented as prominent, for example in the military; politics; philosophy; ruling elite or royalty.

Criterion 8: use resources and organisational strategies

The learner:

Rating A	Rating B	Rating C
identifies time, resources and equipment needed to undertake historical inquiry	identifies time, resources and equipment needed to complete historical inquiry	identifies time, resources and equipment needed to undertake historical inquiry
develops and employs highly effective and coherent research plans	develops and uses coherent research plans	uses effective research plans
proposes and negotiates complex, measurable, achievable and realistic goals	proposes and negotiates measurable, achievable and realistic goals	proposes and negotiates with support measurable, achievable and realistic goals
critically evaluates progress using oral and written communication, and assesses impact on goals and plans	reflects on progress using oral and written communication and assesses impact on goals and plans	reflects on progress towards meeting goals using oral and written communication, and uses prescribed strategies to meet goals
plans future actions, effectively adjusting goals and plans where necessary	plans future actions, adjusting goals and plans where necessary	uses prescribed strategies to adjust goals and plans where necessary
uses technology and a range of critical thinking strategies to find innovative solutions to questions and problems	uses technology and critical thinking strategies to find solutions to questions and problems	uses technology and prescribed strategies to find solutions to questions and problems
effectively manages and completes a range of inquiries and responses within proposed timelines.	effectively manages and completes inquiries and responses within proposed timelines.	manages and completes inquiries and responses within proposed timelines.

Glossary Of Terms Used In Standards

Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

Apply: use, utilise, employ in a particular situation, discussion or response

Appropriate: suitable or proper in the circumstances; suitable for a particular response; fitting

Assess: to make a judgement about, to rate, to weigh up, to form an opinion

BCE/CE: *ACARA uses BC/AD (in Ancient History content) as a calendar system, however, many historical sources use BCE/CE. The latter is a dating system is an abbreviation of 'before common era' and 'common era'. It uses the same numerical values as the traditional Anno Domini numbering system. Both versions use the life of Jesus as a reference date. Academic fields tend to use BCE/CE as a recognition of secularism and non-Christian faiths.*

Coherent: a logical and consistent argument or theory

Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument or ideology, and its plausibility, illogical reasoning or faulty conclusions)

Describe: to recount, tell of/about, chronicle, comment on, given an account of characteristics or features

Effective: successful in producing a desired or intended result

Evaluate: to appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something; to determine the worth of ideas and concepts

Evidence: information or resources used in forming a conclusion or judgement; used to support an historical inquiry

Explain: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

Factual historical information includes, but is not limited to: uncontested dates; uncontested events; and names of historical figures, places and events

Identify: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Impact: the scale and scope of change (effecting all or specific elements of a civilisation); short-, medium- and long-term impact

Internal and External threats: internal threats include civil wars and rebellion; internal economic crisis, natural disasters (drought, pestilence, extreme climate impacting on crops and livestock), famine, disease. External threats refer mainly to foreign invasion; may also refer to economic loss due to war with other empires or civilisations; unsuccessful geographical expansion; loss of trade routes or supplies

Investigate: plan, inquire into and draw conclusions about

Key historical concepts include cause and effect, significance, continuity and change, empathy, perspectives and contestability

Nature of social, economic and political change includes, but is not limited to: the time period of change (sudden or over time, revolutionary or 'evolutionary'); and characteristics (violent, imposed, supported/driven by society or elements/classes within society)

Organise: systematically order and arrange

Outline: use general terms to indicate the main features of an idea or concept

Prescribed: a stated rule or authority that a particular action or procedure should be carried out; a process or method for completing a task

Range of primary and secondary sources: has dimensions of number (how many sources) and scope of types (books, academic articles, internet, film/video etc.)

Select: choose in preference to another or others

Strategy: a plan of action intended to accomplish a specific goal

Task characteristics may include, but are not limited to: word limits; format of response; mode of response; and presentation requirements

Terms: word or phrase used to describe abstract aspects or features of the past (for example ma'at, politea, auctoritas) and more specific features such as an object

Tools and strategies used to collect and organise information include, but are not limited to:

- graphic organisers
- note taking
- use of categories to organise information.

Qualifications Available

Ancient History Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in Ancient History Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A' ratings, 3 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
5 'A' ratings, 5 'B' ratings, 3 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
7 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Dr H. Hottes in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The statements in this section, taken from documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

ANCIENT HISTORY

UNIT 1 – INVESTIGATING THE ANCIENT WORLD*

*Content for the TASC course, Section A has been adopted from ACARA for the topics of 'The Battle of Kadesh', 'The Destruction of Troy' and 'Masada'. Content for China and Assyria has been incorporated into the TASC course.

Historical skills

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH145)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHAH146)

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues (ACHAH147)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH148)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH149)
- Identify and practise ethical scholarship when conducting research. (ACHAH150)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHAH151)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH152)
- Evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support a historical argument. (ACHAH153)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHAH154)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH155)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions. (ACHAH156)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH157)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH158)
- Apply appropriate referencing techniques accurately and consistently. (ACHAH159)

EGYPT: The Battle of Kadesh

- The geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle (ACHAH044)
- The nature of the sources most relevant to these interpretations and representations, for example the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle (ACHAH045)
- The different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate (ACHAH046)
- The historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example the importance of the warrior pharaoh ideal in Rameses II's depiction of events (ACHAH047)

- The reliability and contestability of the interpretations and representations of the Battle of Kadesh, including the role of Rameses II in the battle; and the significance of source selection, omission, emphasis and gaps in evidence. (ACHAH048)

GREECE: The destruction of Troy

- The geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anotalian (Troy I-V) Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Myceneans and Hittite Empire in 13th Century BC, King Hattusili and the Ahhiyawa Kingdom (ACHAH049)
- The nature of the sources most relevant to the representations portrayed, for example the Homer's Iliad; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy (ACHAH050)
- The differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI) (ACHAH051)
- The historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann (ACHAH052)
- The reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis. (ACHAH053)

ROME: Masada

- The geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada (ACHAH039)
- The nature of the sources most relevant to these interpretations and representations, for example Josephus Flavius' The Jewish War, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin (ACHAH040)
- The different interpretations and representations of Masada (from the ancient past to the more recent past, to today) including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution (ACHAH041)
- The historical context of the interpretations and representations of Masada and why these have changed over time (ACHAH042)
- The reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in The Jewish War, debates about the meaning of the events at Masada in AD 73-74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence. (ACHAH043)

UNIT 3 – PEOPLE, POWER, AND AUTHORITY

<u>Historical skills</u>

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH145)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHAH146)

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues (ACHAH147)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH148)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH149)
- Identify and practise ethical scholarship when conducting research. (ACHAH150)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHAH151)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH152)
- Evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support a historical argument. (ACHAH153)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHAH154)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH155)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions. (ACHAH156)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH157)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH158)
- Apply appropriate referencing techniques accurately and consistently. (ACHAH159)

Historical knowledge and understanding

New Kingdom Egypt to the death of Horemheb*

- The historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt (ACHAH160)
- The nature of power and authority at the beginning of the New Kingdom, including the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule); religion (significance of the pharaoh as god-king, Son of Re, Lord of the Two Lands, Upholder of Maat, the role and importance of Amun); the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier); and the bureaucracy (methods of taxation, commerce and trade). (ACHAH161)

Power and authority – change and development

- The role of 17th dynasty rulers, including queens, in the expulsion of the Hyksos and the establishment of the 18th dynasty (ACHAH162)
- The religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders' village, Deir el Medina; the significance of Theban festivals (ACHAH164)
- Conquest and expansion in Nubia and Syria-Palestine, the iconography of the 'warrior pharaoh', and the nature of Egyptian imperialism (ACHAH165)
- The nature of the empire and its impact on economic development, including the significance of booty, tribute and trade (ACHAH167)
- The nature and impact of the Amarna revolution (ACHAH168)
- The nature and significance of the Restoration of Amun and other gods under Tutankhamun and Horemheb (ACHAH169)
- The changing nature of Egypt's relations (for example warfare and diplomacy) with other powers, in particular the Mitanni and Hittites. (ACHAH170)

*Content in this topic has been adapted in the TASC course to accommodate the period studied from the Middle Kingdom to New Kingdom Egypt to the end of the reign of Ramesses II (11th dynasty to the 19th dynasty).

Archaic Greece 900 – 600BC

- The historical and geographical context, including the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia (ACHAH181)
- The nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the Athenian polis (hereditary kingship, the role of clans and phratriae); the emergence of the Spartan polis and role of kings. (ACHAH182)

Power and authority – change and development

- The development of the Athenian polis, including the transition from monarchic to oligarchic rule; the role of polemarch, basileus, archons, thesmothetae, Areopagus, Ecclesia, and legal structures, for example Draco's codification of laws (ACHAH183)

- Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly (ACHAH185)
- Causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture (ACHAH186)
- The political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class (ACHAH187)
- The impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet (ACHAH188)
- The causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power (ACHAH189)
- The nature and significance of technological innovation in pottery and monumental architecture. (ACHAH191)

Athens 490 – 445 BC

- The chronological and geographical context of Athens in 490 BC, including Cleisthene's democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490BC, the Athenian response, and the Ionian Revolt (ACHAH192)
- The nature of power and authority in Athens in 490 BC, including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthene's reforms. (ACHAH193)

Power and authority – change and development

- The causes, course and consequences of conflict with Persia in 490 BC with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades (ACHAH194)
- The development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendency of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi (ACHAH195)
- The Persian Wars 481 – 478 BC, including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens (ACHAH196)
- The reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens (ACHAH197)
- Initial campaigns under Cimon to 461BC and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power (ACHAH198)
- The rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliaea (ACHAH199)
- Athens' changing foreign policy in 461BC, its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall (ACHAH200)
- The significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445BC (ACHAH201)
- The beginnings of Periclean Athens, including democratic reforms and the building program. (ACHAH202)

Rome 133 – 63BC

- The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH203)
- The nature of power and authority in Rome in 133 BC, including the social structures of Roman society (the nobility, equestrians, slaves, freedmen, socii, patron-client relations and family structures; the distinction between citizens and non-citizens; the political structures (consuls, senate, tribunate, assemblies and provincial administration); the economy, (agriculture, the land tenure system, trade, slavery, provinces and taxation); the military organisation; and religious practices (omens, oracles, religious festivals, triumphs and games). (ACHAH204)

Power and authority – change and development

- Reasons for the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi, and the political, economic and social impact of the reforms (ACHAH205)
- The tribunate and growing tensions between the optimates and populares between 133 – 63BC (ACHAH206)
- The reasons for Marius' first consulship, his command against Jurgurtha, the significance of his subsequent consulships and extraordinary commands against the Teutones and Cimbri (ACHAH207)
- The military reforms of Marius, the growth of client armies and their impact on Roman politics and society to 63BC (ACHAH208)
- The reasons for Sulla's March on Rome, the Civil War, Sulla's dictatorship and the effectiveness of the so-called 'Sullan Restoration' on the powers of the tribunate and Senate (ACHAH210)
- The reasons for, and nature of, the extraordinary commands of Pompey up to 63BC and their impact on the Roman Republic, including the commands against Lepidus and Sertorius, the lex Gabinia and lex Manilia (ACHAH211)
- The significance of Cicero's consulship, the Catiline Conspiracy and the Concordia Ordinum (ACHAH212)

- The role and impact of violence in Roman politics, including the use of the Senatus Consultum Ultimum, and Civil War. (ACHAH213)

Rome 63 BCE – 14 CE

- The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH214)
- The nature of power and authority in Rome in 63BC, including the social structure of Roman society (the nobility, equestrians, slaves, freedmen, patron-client relations, and family structures, including 'pater familias'); political structures (the senate, assemblies of the people, the magistrates of the people, the provincial administration, and the use of the Senatus Consultum Ultimum); the economy (agriculture, trade, slavery, provinces, taxation and Pompey's Eastern Settlement); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games). (ACHAH215)

Power and authority – change and development

- The reasons for the formation of the 'First Triumvirate' of Caesar, Crassus and Pompey, including tensions between the optimates and populares (ACHAH216)
- Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command (ACHAH217)
  * The reasons for the breakdown of the 'First Triumvirate' and the key events of the Civil War, including Caesar versus Pompey and the optimates; battles of Pharsalus, Thapsus and Munda (ACHAH218)
- Caesar's dictatorship, including his constitutional position, reform program and the reasons for his assassination (ACHAH219)
- The reasons for the formation of the 'Second Triumvirate' of Antony, Lepidus and Octavian (ACHAH220)
- The nature of the tensions and rivalry between Octavian and Mark Anthony, the breakdown of the 'Second Triumvirate', Cleopatra and the significance of the Battle of Actium (ACHAH221)
- The purpose and nature of the 1st and 2nd Settlements of Augustus, subsequent developments, and their impact in consolidating his authority (ACHAH222)
- The reasons for the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic (ACHAH223)
- The role and impact of violence in Roman politics, including the use of client armies and civil war. (ACHAH224)

UNIT 4 – PEOPLE, POWER, AND AUTHORITY*

*Content in this topic has been adapted in the TASC course. This content is studied in Section B, 'Structure of Ancient Societies' in the topic of 'Arts and Culture'. Topics relating to discovery, excavation, protection and conservation are optional topics in the TASC course.

Historical Skills

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH254)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHAH255)

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues (ACHAH256)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH257)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH258)
- Identify and practise ethical scholarship when conducting research. (ACHAH259)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHAH260)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH261)
- Evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support a historical argument. (ACHAH262)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHAH263)

- Critically evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH264)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions. (ACHAH265)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH266)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH267)
- Apply appropriate referencing techniques accurately and consistently. (ACHAH268)

Historical knowledge and understanding

Thebes – East and West, 18th Dynasty Egypt
Learners study Thebes – east and west in the period of the 18th dynasty, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

- The location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank (ACHAH269)
- The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period. (ACHAH270)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The discoveries and influence of early adventurers and explorers, including Napoleon and his expedition, and Belzoni's removal of artefacts (ACHAH271)
- The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, papyri, inscriptions and ostraka (ACHAH272)
- The nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, for example Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahri, and the German Archaeological Institute (ACHAH273)
- The effectiveness of the protection and conservation of the Theban sites, for example the contribution of the Epigraphic Survey of the Oriental Institute of Chicago (East Bank), the Theban Mapping Project (West Bank), and the Macquarie Theban Tombs Project. (ACHAH274)

The historical period

- The development of the East Bank of Thebes, including the temples of Karnak and Luxor, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts (ACHAH275)
- The political and religious significance and purpose of the temples and palaces, including the state cult of Amun and the ideology of kingship (ACHAH276)
- The development of the West Bank: the Valleys of the Kings and Queens, tombs of the nobles, tomb paintings and reliefs, mortuary temples and the palace of Malkata (ACHAH277)
- The nature and significance of afterlife beliefs and practices of royalty and non-royalty (ACHAH278)
- The importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt (ACHAH279)
- The significance of the evidence at the Theban sites for Egyptian imperialism, including booty and tribute from military campaigns and the presence and role of foreigners within Egyptian society (ACHAH280)
- The significant cultural beliefs and practices of Egyptian society as revealed through Theban sources (ACHAH281)
- The evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period. (ACHAH282)

The limitations, reliability and evaluation of the sources

- The usefulness and reliability of the portrayal of the pharoah and royal family in reliefs and inscriptions (ACHAH283)
- Difficulties of interpretation of evidence owing to additions and re-use by successive 18th dynasty pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors or human agency (ACHAH284)
- The significance of writing and literature as sources of evidence for the period. (ACHAH285)

Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- Research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden) (ACHAH286)
- The contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings, for example those in the tomb of Queen Nefertari (ACHAH287)
- The contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays (ACHAH288)
- The contribution of scholars and contemporary Egyptian and international historians, for example Champollion's decipherment of hieroglyphs, and the work of Lepsius, Thomas Young, Gardiner, Cerny and Wilkinson. (ACHAH289)

New Kingdom imperialism, diplomacy and governance, 18 – 20th Dynasty Egypt

The geographic and historical context

- The key features of civil administration and the nature of governance in New Kingdom Egypt (ACHAH290)
- The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period, including Egyptian foreign policy at the start of the Amarna Period (warfare and diplomacy). (ACHAH291)

The nature and range of sources for the period and the identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, official correspondence and inscriptions (ACHAH292)
- The incomplete and fragmentary nature of the evidence for the period, including the Amarna Letters (ACHAH293)
- The evidence for the obliteration of Akhenaten's reign from the historical records by later pharaohs. (ACHAH295)

The historical period

- The nature of governance in post Amarna Egypt as indicated by Tutankhamun's Restoration Stele and the Decrees of Horemheb (ACHAH298)
- The evidence for post Amarna foreign policy provided by Egyptian and other sources, including correspondence between Queen Ankhesenamun and the Hittite King, Suppiluliumas I, the Peace treaty between Hattusilis III and Ramesses II (Hittite and Egyptian versions) and correspondence between the Hittite and Egyptian queens (ACHAH299)
- The nature of governance in post Amarna Egypt as indicated by Tutankhamun's Restoration Stele and the Decrees of Horemheb (ACHAH298)
- The warrior pharaoh image and foreign policies of Seti I and Ramesses II, and Merenptah and Ramesses III, including warfare and diplomacy (ACHAH300)
- The nature of governance, dynastic change and economic decline in the later New Kingdom, including the workers strike at Deir el-Medina, the Harem Conspiracy (Ramesses III), tomb robberies and the Report of Wenamun. (ACHAH301)

The limitations, reliability and evaluation of the sources

- The fragmentary nature of the workers' documents found at the site of their village, Deir el-Medina (ACHAH303)
- The usefulness of papyri and other Ramesside evidence for example ostraca and other evidence from Deir el-Medina. (ACHAH304)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations of the diplomatic letters, legal and other documents and what they reveal about imperialism, diplomacy and governance in this period, for example the interpretations of historians (Gardiner, Aldred and Redford) (ACHAH305)
- The evidence from the discovery of KV5 for the role of the royal family and governance in this period (ACHAH306)
- Interpretations about the reasons for the decline of the New Kingdom, including corruption, dynastic problems and the invasion of the Sea Peoples. (ACHAH307)

The Athenian Agora and Acropolis, 514 – 399 BC

The geographic and historical context

- The location, main features and layout of the city Athens, including the Agora, Acropolis and the topography of Attica (ACHAH308)

- An overview of the history of the Agora (since the 6th century BC) and the Acropolis (since Neolithic times). (ACHAH309)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key excavations that have taken place at these sites, the changing methods used and the arguments for and against carrying out further excavation at these sites (ACHAH310)
- The key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the kleroterion, inscriptions, and the writings of Herodotus, Euripides, Sophocles, Aristophanes, and Xenophon (ACHAH311)
- The difficulties in conserving the Agora and Acropolis, including previous damage from conflicts, vegetation, tourism, acid rain, water damage and the economic cost of restoration, including Greek and international efforts (ACHAH312)
- Ethical issues, including the Parthenon Sculptures controversy and the arguments for and against their return; debates about the extent of reconstruction, for example the work on the Stoa of Attalos, and the restoration work on the Acropolis; and access to antiquities. (ACHAH313)

The historical period

- An overview of significant events in the early history of Athens in this period, including the assassination of Hipparchus in the Agora in 514 BC and the Spartan siege of the Acropolis (508 – 507 BC) (ACHAH314)
- The role of the Agora and the Acropolis in Athenian political life: the workings of Athenian democracy, including the rights and obligations of Athenian citizens, what Athenians thought about their democracy, the citizen assembly, the jury system and law courts; Pericles' building program (ACHAH315)
- The importance of the Agora in Athenian economic life (ACHAH316)
- The Athenian class system, including relations between different groups in Athenian society (knights, women, slaves and relations between, men and women, young and old, wealthy and poor) (ACHAH317)
- The development of religious and cultural life of Athens, for example the Parthenon and theatre of Dionysus (ACHAH318)
- The significance of key events in the period, including the Persian sack of Athens (480 – 479 BC) and the plague at Athens during the Peloponnesian War (431 – 404 BC) (ACHAH319)
- The aims and influence of Socrates, the trial and his death in 399 BC and what it reveals about the Athenian political scene at the time. (ACHAH320)

The limitations, reliability and evaluation of the sources

- The incomplete nature of the evidence, for example the practice of Athenian democracy (ACHAH321)
- The contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens, for example Aristophanes' plays The Wasps, The Frogs and The Acharnians (ACHAH322)
- Difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts. (ACHAH323)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- The contribution of the American School in Athens to the study of the Agora and of the Greeks and international archaeologists to the excavation and study of the Acropolis (ACHAH324)
- Interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time (ACHAH325)
- The interpretations and meaning of sculpted friezes and scenes on black and red figured pottery (ACHAH326)
- The interpretations of the trial and death of Socrates. (ACHAH327)

Athens, Sparta and the Peloponnesian War 435 – 404 BC

The geographic and historical context

- The location and topography of Laconia (Sparta) and Attica (Athens) (ACHAH328)
- An overview of the origins and characteristics of the city-states of Athens and Sparta and their alliances. (ACHAH329)

The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The key archaeological and written sources for the period, for example the writings of Thucydides, The Old Oligarch, Xenophon, Athenian tribute lists, inscriptions, Aristophanes' plays, Plutarch's Lives, the remains of fortifications and graves (ACHAH330)
- The nature of Thucydides' text and techniques, including his research methods, his use of speeches, and the extent to which he can be regarded as a 'scientific historian' (ACHAH331)
- Issues arising from Thucydides' editing and possible revisions of Book II and V, and the incomplete nature of the work. (ACHAH332)

The historical period

- The causes of the Peloponnesian War, including the Megarian decree, the Potidean revolt and Thucydides' theory of aitiai and prophasis (ACHAH333)
- The significance of the Archidamian War, including key events for example the Plague, the Mytilenean revolt, Pylos and Sphacteria, Amphipolis; and key individuals for example Pericles, Cleon and Nicias (ACHAH334)
- The effectiveness of the Peace of Nicias, including the terms, shifting alliances and key individuals for example Nicias, Alcibiades and Hyberbolus (ACHAH335)
- The significance of the Sicilian Expedition as a turning point in the war, including key events for example the Mutilation of the Hermae, battles between the Athenians and the Syracusans; and key individuals for example Nicias, Alcibiades and Gylippus (ACHAH336)
- The failure of the Oligarchic Coup, including the role of the Samian fleet and of individuals for example Alcibiades, Pisander, Thrasybulus, Theramenes and Tissaphernes (ACHAH337)
- The difficulties of the Decelean/Ionian War for Athens, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, and key individuals for example Alcibiades, Tissaphernes and Pharnabazus (ACHAH338)
- The contribution of the sources to an understanding of the motivation of key individuals for example Pericles, Cleon, Brasidas, Nicias and Alcibiades (ACHAH339)
- The significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism; the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire. (ACHAH340)

The limitations, reliability and evaluation of the sources

- Thucydides' background/exile and how it influenced his writing of The Peloponnesian War, and the influence of the tragic tradition on his writing (ACHAH341)
- Thucydides' motivations for writing The Peloponnesian War, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures (ACHAH342)
- Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the evidence of his bias towards or against key individuals for example Pericles, Cleon, Nicias and Alcibiades (ACHAH343)
- The nature and contribution of other sources, to an understanding of Thucydides' work and the Peloponnesian War. (ACHAH344)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations over time of key events in The Peloponnesian War, for example Cornford's and de Ste. Croix's consideration of economic factors as a cause of the Peloponnesian War (ACHAH345)
- Revised dating of decrees (for example Coinage and Thoudippus), and the implications for interpreting Thucydides' work (ACHAH346)
- Different interpretations of the methods and motives of Thucydides, for example Kagan's interpretation of Thucydides' work as the first revisionist history. (ACHAH347)

The Julio-Claudians and 'Imperial' Rome, CE 14 – 68

The geographic and historical context

- The location of Rome and the main features and layout of the city in the Julio-Claudian period (ACHAH348)
- An overview of the nature of Roman governance and imperial administration at the start of the period, including the Princeps, the Senate, the Assembly, the imperial family, the praetorian guard, and provincial governors. (ACHAH349)
- The nature and range of sources for the period and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)
- The extent of archaeological excavation in Rome and the difficulties in uncovering new evidence (ACHAH350)
- The key archaeological and written sources for the period, for example statues, coinage, buildings and the writings of Tacitus, Suetonius, Cassius Dio (ACHAH351)
- The key ancient writers of the period and the difficulties posed by their perspective and selection of evidence. (ACHAH352)

The historical period

- The reign of Tiberius and the role of key events, including the mutiny of the legions in Germany, internal conspiracies, the issue of succession, and the role of key individuals, for example Tiberius, Germanicus, Sejanus and Agrippina the Elder (ACHAH353)
- The significance of the reign of Caligula, including the circumstances of his accession, the nature of his reign, and his assassination (ACHAH354)
- The reign of Claudius, including the role of the Praetorian Guard in his accession, the expansion of the Empire to Britain, his key reforms and the role of influential individuals, including Agrippina the Younger, Silanus and Messalina (ACHAH355)

- The reign of Nero and the role of key events, including Rome's relationship with Parthia, the Great Fire, the Pisonian Conspiracy, the rebellion of Vindex and Galba, Nero's Golden House, and the role of influential individuals, for example Agrippina the Younger and Seneca (ACHAH356)
- The significance of key events of the reign of Tiberius, including campaigns and the expansion of the Roman Empire (ACHAH357)
- The role and motivations of key individuals in the period, for example Tiberius, Sejanius, Agrippina the Elder, Caligula, Claudius and Nero. (ACHAH358)

The limitations, reliability and evaluation of the sources

- The personal background and life of Tacitus, including the Roman Empire under the Flavian Dynasty (Domitian's 'reign of terror', the reign of Trajan, and the role of the Praetorian Guard); and its influence on his writing of The Annals (ACHAH359)
- The nature and purpose of Tacitus' writing of The Annals, including his use of contemporary sources (the minutes of the Senate, decrees, speeches of Tiberius) and the limitations of Tacitus' work related to the missing and incomplete nature of Books V, XI and XVI (ACHAH360)
- The reliability of Tacitus' The Annals and other sources for an understanding of the nature of Roman politics, the balance of power between Emperor and Senate, the motivations of individuals, and the importance of the military, and the corruption of governing classes. (ACHAH361)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Interpretations of the role and influence of women and imperial freedmen in the Julio-Claudian period (ACHAH363)
- Historian's changing interpretations over time of Nero. (ACHAH364)

Pompeii and Herculaneum, 80 BCE – CE 79

Learners study Pompeii and Herculaneum in the period, 80 BC – AD 79, with particular reference to the remains at these sites, and other relevant sources.

The geographic and historical context

- The location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea (ACHAH365)
- An overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including the establishment of Pompeii as a Roman colony in AD 80, earthquake activity, and the various stages of the eruption of Mt Vesuvius. (ACHAH366)

The nature and range of sources and identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum (ACHAH367)
- The key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial (ACHAH368)
- The major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of the archaeological excavations (for example treasure hunting and scientific investigation) and the methods of archaeologists (for example Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo) (ACHAH369)
- The difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts. (ACHAH370)

The historical period

- The plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning (ACHAH371)
- The circumstances of the eruption of AD 79, including Pliny's account of the eruption of Mt Vesuvius (ACHAH372)
- The nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources of evidence (ACHAH373)
- The important features of the economy, including commerce, industries and occupations (ACHAH374)
- The position and role of different groups in society, including the position and role of men, women, freedmen and slaves (ACHAH375)
- The evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions (ACHAH376)

- The key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health (ACHAH377)
- The influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum (ACHAH378)
- How human and animal remains have contributed to a better understanding of the people who lived in these cities. (ACHAH379)

The limitations, reliability and evaluation of the sources

- The state of preservation of the papyrus scrolls from the Villa of the Papyri (ACHAH380)
- Difficulties of interpretation of evidence as a result of damage to or removal of frescos and artefacts (ACHAH381)
- How ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum. (ACHAH382)

Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- Changing interpretations of the uses of public and private spaces, and the meaning of frescoes (ACHAH383)
- The importance of the work of Australians at the sites (for example Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoeudres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum. (ACHAH384)
- The role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning (ACHAH385)
- The significance of ONE of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo-American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived. (ACHAH386)

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 26 October 2016 for use from 1 January 2017. This course replaces Ancient Civilisations (ANC315115) that expired on 31 December 2016.

Version 1.1 – Renewal of accreditation on 13 August 2017 for use in 2018.

Version 1.1.a - minor correction to A rating standard element 4 in criterion 6 so as to better align element with B and C ratings. 1 August 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Appendix 1

AUSTRALIAN CURRICULUM ANCIENT HISTORY GLOSSARY

Cause and effect
Used by historians to identify chains of events and developments over time, short term and long term.

Concepts
A concept (in the study of history) refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance).

Contestability
Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

Continuity and change
Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Empathy
Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

Evidence
In History, evidence is the information obtained from sources that is useful for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

Historical authentication
A process of verifying the origins of an artefact or object and establishing it as genuine.

Historical inquiry
Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

Interpretation
An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

Perspective
A person's perspective is their point of view, the position from that they see and understand events going on around them.
People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

Appendix 2

Line of Sight – Ancient History Level 3

Learning Outcomes	**Criteria**	**Criteria and Elements**	**Content**
Have knowledge of, and understanding about an ancient civilisation(s). Learners will be able to:			
• describe the nature of events and historical contexts and assess the impact of change on an ancient civilisation	C2 and C6	C2 E4 C6 E2	Section A
• describe the characteristics of social, political, economic and structure and practices of an ancient society and assess the historical evidence of key features of an ancient civilisation	C6	C6 E1, E2, E3	Section B
• assess the impact of human agency on historical narrative of an ancient society	C7	C7 E1–8	Section C
• describe the impact of chronological context on the history of ancient societies	C6, C5	C6 E4, E5 C5 E6, E7	Section A/Section B
• describe the geographical context, including the nature of the environment and its influence on an ancient society.	C6, C5	C6 E3, E5 C5 E6, E7	Section A/Section B
Have historical inquiry skills. Learners will be able to:			
• apply the process of historical inquiry to understand historical change and key characteristics of an ancient civilisation	C1	C1 E1-5	Section A/ Section B/ Section C
• assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability	C4, C5	C4 E3 C5 E2	
• use appropriate evidence from a range of sources to explain the past, and to support and refute arguments	C4, C5	C4 E1, E2, E4	
• make informed judgements about historical arguments and assess differing historical interpretations and representations	C5, C4	C4 E1 C5 E1–7	
• apply the principles of academic integrity	C3	C3 E5–7	
• apply time management, planning and negotiation skills to historical inquiry.	C8	C8 E1–7	
Have communication skills. Learners will:			
• correctly use specialist historical terms and concepts when discussing issues and concepts about the ancient past	C2	C2 E1–3	Section A/ Section B/ Section C
• communicate historical ideas and information.	C3	C3 E1–4	

Supporting documents including external assessment material

- ANH315117 TASC Exam Paper 2018.pdf (2018-11-22 12:10pm AEDT)
- ANH315117 - Assessment Panel Report 2018.pdf (2019-03-12 11:44am AEDT)
- ANH315117 Ancient History TASC Exam Paper 2019.pdf (2019-11-21 11:17am AEDT)
- ANH315117 Assessment Report 2019.pdf (2020-02-03 09:10am AEDT)
- ANH315117 Ancient History TASC Exam Paper 2020.pdf (2020-11-17 10:28am AEDT)
- ANH315117 Assessment Report 2020.pdf (2021-01-15 02:20pm AEDT)
- ANH315117 Ancient History TASC Exam Paper 2021.pdf (2021-11-12 08:58am AEDT)
- ANH315117 Assessment Report 2021.pdf (2022-01-24 12:17pm AEDT)
- ANH315117 Ancient History External Assessment Specifications.pdf (2022-04-07 03:56pm AEST)
- ANH315117 Ancient History TASC Exam Paper 2022.pdf (2022-11-18 05:27pm AEDT)

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