



**NSW Syllabus
for the Australian
curriculum**



**NSW
EDUCATION
STANDARDS
AUTHORITY**

Ancient History

**Stage 6
Syllabus**

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Introduction

Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to:
 - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
 - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
 - capacity to work collaboratively with others
 - respect for the cultural diversity of Australian society
 - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can meet the challenges of and prepare for:
 - further academic study, vocational training and employment
 - changing workplaces, including an increasingly STEM-focused (Science, Technology, Engineering and Mathematics) workforce
 - full and active participation as global citizens
- provide formal assessment and certification of students' achievements
- promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

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

The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

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

Diversity of Learners

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

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content, and demonstrate achievement of outcomes.

Students with special education needs can access the outcomes and content from Stage 6 syllabuses in a range of ways. Students may engage with:

- Stage 6 syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected Stage 6 Life Skills outcomes and content from one or more Stage 6 Life Skills syllabuses.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that decisions are appropriate for the learning needs and priorities of individual students.

The *Ancient History Life Skills Stage 6 Syllabus* has been developed from the rationale, aim and objectives of the *Ancient History Stage 6 Syllabus*.

Further information can be found in support materials for:

- Ancient History
- Special education needs
- Life Skills.

Gifted and Talented Students

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

Generally, gifted students demonstrate the following characteristics:

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

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

Curriculum strategies for gifted and talented students may include:

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

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

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

Students Learning English as an Additional Language or Dialect (EAL/D)

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

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

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

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

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Ancient History Stage 6 Syllabus* through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

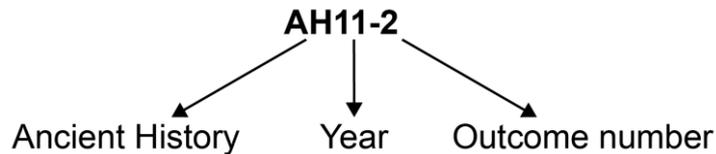
The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

Ancient History Key

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

Outcome Coding

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

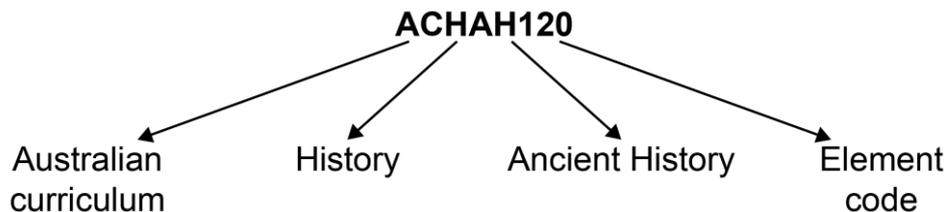


Outcome code	Interpretation
AH11-1	Ancient History, Year 11 – Outcome number 1
AH12-4	Ancient History, Year 12 – Outcome number 4
AHLS6-6	Ancient History Life Skills, Stage 6 – Outcome number 6

Coding of Australian Curriculum Content

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

The nature of the sources for art and architecture (ACHAH120)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACHAH120, ACHAH121, ACHAH123).

Learning Across the Curriculum Icons

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Rationale

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

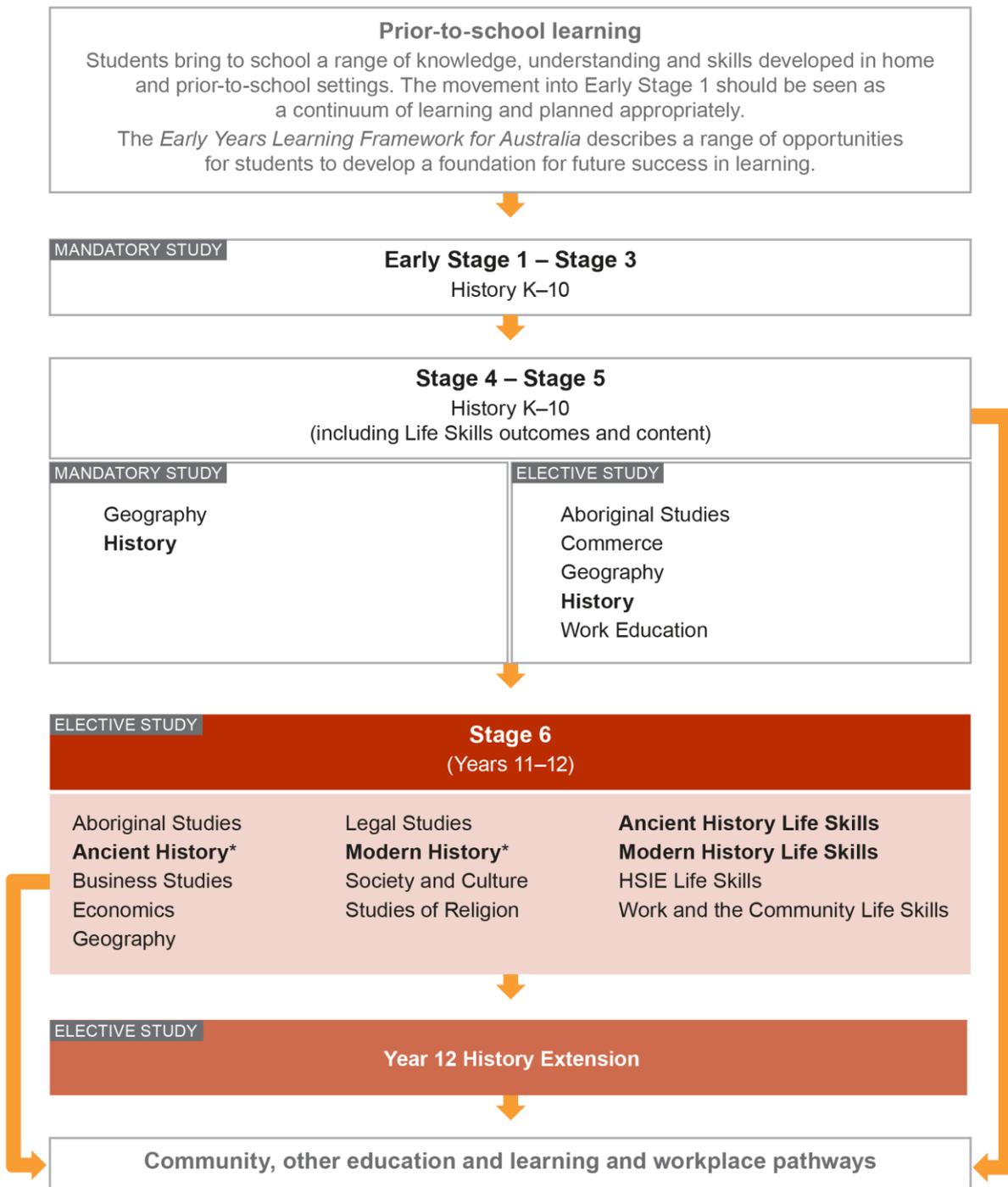
The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations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

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

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies and their distinctive legacies, to the analysis and interpretation of broader themes and issues from the ancient world.

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

The Place of the Ancient History Stage 6 Syllabus in the K–12 Curriculum



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

Aim

The study of Ancient History in Stage 6 enables students to:

- develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world
- develop a lifelong interest in the study of history
- prepare for active and informed citizenship in the contemporary world.

Objectives

Knowledge and Understanding

Students:

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time.

Skills

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

Values and Attitudes

Students:

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

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Knowledge and Understanding

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context • develop an understanding of continuity and change over time. 	
<p>Year 11 course outcomes</p> <p>A student:</p>	<p>Year 12 course outcomes</p> <p>A student:</p>
<p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>	<p>AH12-1 accounts for the nature of continuity and change in the ancient world</p> <p>AH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>AH12-3 evaluates the role of historical features, individuals and groups in shaping the past</p> <p>AH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p>

Skills

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

Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The course comprises three sections. Students are required to study all three sections of the course.

	Ancient History	Indicative hours
Year 11 course (120 hours)	Investigating Ancient History <ul style="list-style-type: none">• The Nature of Ancient History• Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Studies undertaken in the Year 11 course should be selected from a range of societies.

Content may be integrated across the three sections of the course in the development of a teaching and learning program.

1. Investigating Ancient History

- (a) The Nature of Ancient History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.

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

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

The table in the 'Investigating Ancient History – Case Studies' section of this syllabus provides case study options teachers may use.

Teachers may develop their own case studies.

Case studies are inquiry-based investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

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

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

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

2. Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

A range of possible studies is provided within the 'Features of Ancient Societies' section of this syllabus.

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

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

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

3. Historical Investigation

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

Further information about the investigation is provided within the 'Historical Investigation' section of this syllabus.

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

Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The course comprises four sections. Students are required to study all four sections of the course.

	Ancient History	Indicative hours
Year 12 course (120 hours)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
2. ONE 'Ancient Societies' topic
3. ONE 'Personalities in their Times' topic
4. ONE 'Historical Periods' topic.

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

- Egypt
- Near East
- China
- Greece
- Rome.

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

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours).

Assessment and Reporting

Information about assessment in relation to the Ancient History syllabus is contained in *Assessment and Reporting in Ancient History Stage 6*. It outlines course-specific advice and requirements regarding:

- Year 11 and Year 12 school-based assessment requirements
- Year 11 and Year 12 mandatory components and weightings
- External assessment requirements including HSC examination specifications.

This information should be read in conjunction with requirements on the [Assessment Certification Examination \(ACE\)](#) website.

Additional advice is available in the *Principles of Assessment for Stage 6*.

Content

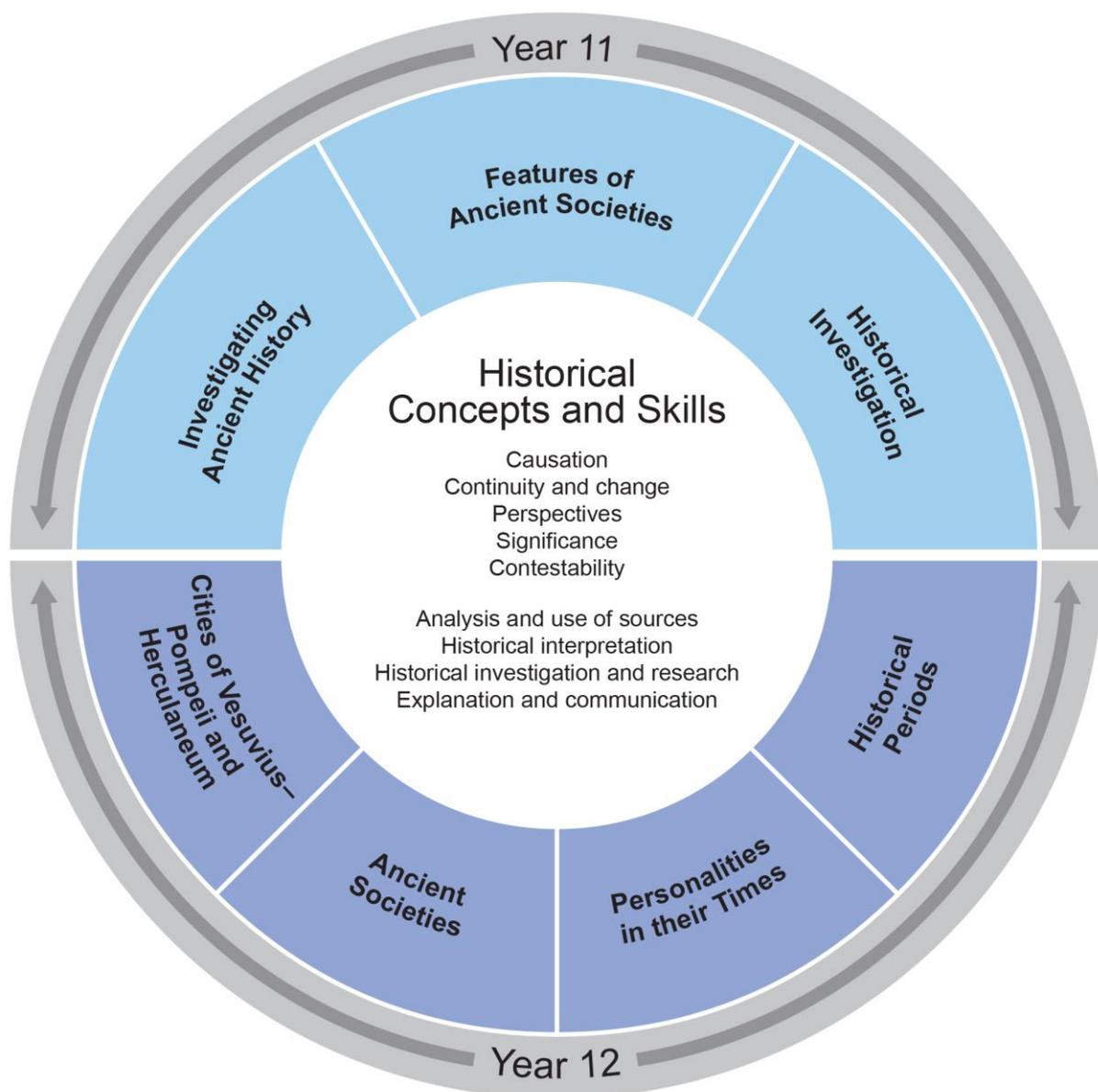
Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.

Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

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

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

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

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

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

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Ancient History Stage 6 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures

The study of Ancient History enables students to investigate sites of significance to Aboriginal and Torres Strait Islander Peoples, and the preservation and conservation of those sites. Students are provided with opportunities to develop skills to engage with relevant issues, enabling them to investigate the ethical concerns associated with the treatment and display of physical and human remains.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's Engagement with Asia

In Ancient History, the study of Asia includes India and China in the ancient period through the study of physical remains, the nature of the sources, and the beliefs and practices of those societies. Students have the opportunity to compare and contrast features of society in India and China with those of other ancient societies. The study of Ancient History provides opportunities to develop an understanding of India and China in ancient times, through an examination of the role of individuals in society and key developments in particular historical periods.

Sustainability

The study of Ancient History provides an opportunity for students to explore the ways past people and communities depended upon and managed the Earth's resources. Access to natural resources in ancient times provided the motivation for settlement, migration, trade, conflict, and shaped the cultural development of ancient societies. An investigation of the relationship people had with their environment enables students to understand the use of technology in ancient times to access resources and control the environment.

Critical and Creative Thinking

Critical and creative thinking is inherent in the process of historical investigation. There are opportunities for students to delve deeply into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to: pose relevant questions; interrogate, select and cross-reference sources; and develop interpretations based on an assessment of the evidence available. Students have opportunities to apply historical reasoning, identify possible weaknesses in their own positions, and evaluate alternative interpretations of the past. They engage in the analysis of historical accounts to determine how well supported a claim is by the available evidence. Students have the opportunity to use their knowledge to recognise and challenge instances of misrepresentation.

Ethical Understanding

In Ancient History, students explore the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the context of their time compared with those of today. Students have opportunities, both independently and collaboratively, to investigate the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

Information and Communication Technology Capability

Information and communication technology (ICT) capability is important in the study of Ancient History, particularly in relation to historical investigation, analysis and communication. In Ancient History, students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence, and to develop arguments and communicate historical information. Students have opportunities to evaluate websites and online communication, and the interpretations and representations of the past that they convey. This includes how and why such sites are constructed (for example, for ideological or political purposes, preservation, education and scholarship), the audiences they serve, and the techniques they use. They can develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Intercultural Understanding

Intercultural understanding is a vital part of historical learning in Ancient History. Students are provided with opportunities to acquire knowledge of culturally diverse perspectives and learn how these can change over time. They explore the historical contexts for those perspectives and the legacies of ancient societies in relation to the contemporary world. Students have opportunities to develop an understanding of various societies and cultures of the ancient world, and that different ways of life provide a frame of reference for recognising and appreciating diversity in the contemporary world.

Literacy

Literacy is of fundamental importance in the study of Ancient History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, artefacts, sites, accounts of the past by ancient writers, and photographs, films and archived material. They have opportunities to learn to interpret and extrapolate meaning from a variety of sources for evidence in an historical inquiry and analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

Numeracy

Numeracy is valuable in the historical inquiry process, which requires students to recognise patterns and relationships, chronologically and spatially, through the use of scaled timelines and maps. In Ancient History, students have opportunities to investigate data, some of which is numerical in nature. They are provided with opportunities to develop numeracy capability when they analyse and interpret statistical information to draw conclusions, for example in relation to change over time.

Personal and Social Capability

Personal and social capability is developed in Ancient History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning, and research, in Ancient History. Students have opportunities to develop advanced research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students can develop their ability to appreciate the perspectives

and experiences of others. Students are provided with opportunities to develop social awareness through the study of relationships between individuals and groups in the ancient past.

Civics and Citizenship

Through the study of Ancient History, students explore how their own and other societies have organised themselves, and how the ideals and practices of their own democratic society compare to other forms of political organisation. Investigation of the ancient world enables students to further their understanding of the rights and responsibilities of individuals, and how this has varied in different communities and over time. Students have the opportunity to explore past notions of citizenship through a wide variety of studies, including the roles of men and women, and the practice of slavery.

Difference and Diversity

The study of Ancient History involves investigation of difference and diversity within and between past communities. Students explore the varying perspectives of individuals and groups and endeavour to understand the actions, values, attitudes and motives of people from the ancient past. Students engage in the study of differing historical experiences, due to characteristics including race, gender and socioeconomic status.

Work and Enterprise

In Ancient History, investigation of the living and working conditions of people in the past provides insights into how the nature of work and enterprise has changed. Students have opportunities to explore similarities and differences in the nature of trade and economic activity, the use of resources, and the role of different groups. The study of industries and occupations that people of the ancient past engaged in allows students to better understand the needs and wants of past peoples, their social status, education and the values of the community of which they were a part.

Ancient History Year 11 Course Content

Year 11 Course Structure and Requirements

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The course comprises three sections. Students are required to study all three sections of the course.

	Ancient History	Indicative hours
Year 11 course (120 hours)	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Studies undertaken in the Year 11 course should be selected from a range of societies.

Content may be integrated across the three sections of the course in the development of a teaching and learning program.

1. Investigating Ancient History

- (a) The Nature of Ancient History
- (b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND
- at least TWO case studies.

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

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

The table in the 'Investigating Ancient History – Case Studies' section of this syllabus provides case study options teachers may use.

Teachers may develop their own case studies.

Case studies are inquiry-based investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

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

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

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

2. Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

A range of possible studies is provided within the 'Features of Ancient Societies' section of this syllabus.

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

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

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

3. Historical Investigation

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

Further information about the investigation is provided within the 'Historical Investigation' section of this syllabus.

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

Historical Concepts and Skills

The following skills, which incorporate the concepts of causation, continuity and change, perspectives, significance and contestability, are to be integrated with the content of the Year 11 course.

Analysis and use of sources

Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009)   

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010)     

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008)   

Identify and analyse problems relating to sources in the investigation of the past (ACHAH011)  

Historical interpretation

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

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001)  

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

Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012)     

Historical investigation and research

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

Use evidence from a range of sources to inform investigation and research (ACHAH005)  

Acknowledge sources appropriately (ACHAH015)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013)    

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

Investigating Ancient History – The Nature of Ancient History

Outcomes

A student:

- › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- › discusses and evaluates differing interpretations and representations of the past AH11-7
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9
- › discusses contemporary methods and issues involved in the investigation of ancient history AH11-10

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-8, AHLS6-9, AHLS6-11, AHLS6-12

Content Focus

Students develop an understanding of the nature of ancient history through an investigation of relevant methods and issues. The Historical concepts and skills content is to be integrated as appropriate.

Students investigate at least ONE of the following options:

1. The Investigation of Ancient Sites and Sources
2. Historical Authentication and Reliability
3. The Representation of the Ancient Past
4. Preservation, Conservation and/or Reconstruction of Ancient Sites
5. Cultural Heritage and the Role of Museums
6. The Treatment and Display of Human Remains.

The studies selected must address the outcomes listed above.

Teachers may develop an integrated study incorporating selected elements of two or more of the above six areas.

1. The Investigation of Ancient Sites and Sources

Content Focus

Students investigate the nature of ancient sites and sources, including the contribution of archaeology and science to our understanding of the past. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

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

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

Teachers may develop their own examples.

2. Historical Authentication and Reliability

Content Focus

Students investigate problems relating to the authentication and reliability of ancient sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents, and the reliability of ancient writers who did not witness the events they describe (ACHAH017) 🖐️ ⚙️ ⚖️ 📖
- methods of authentication, including scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources (ACHAH018) 🖐️ 🖨️
- ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACHAH019) ⚙️
- the motivations of the perpetrators of fakes and forgeries (ACHAH020) 🖐️ ⚙️ 🌐

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

Teachers may develop their own examples.

3. The Representation of the Ancient Past

Content Focus

Students investigate ways in which the ancient past has been represented. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- the representation of the ancient past in the modern world, for example in art, myths and legends, memorials, museums, the media, film, documentaries, multimedia and interactive media  
- the various ways a person, site, society or event from the ancient past has been represented over time, for example by contemporaries of the time and in later times   
- the reasons for the differing representations   
- a critical evaluation of the representations using available sources   

Examples that could be used to illustrate aspects of the content include: Ramesses II; Leonidas I; Hannibal; Zenobia; Babylon; Battle of the Teutoburg Forest.

Teachers may develop their own examples.

4. Preservation, Conservation and/or Reconstruction of Ancient Sites

Content Focus

Students investigate methods and issues related to the preservation, conservation and/or reconstruction of ancient sites. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- the nature of the site(s), and the condition and extent of the remains (ACHAH021) 🖐️👉
- issues of conservation and preservation of the site(s), including factors which threaten the integrity or survival of the ancient site, for example environmental factors, war, deliberate destruction, pillaging, poverty (ACHAH022) 🖐️👉 ⚙️ ⚖️
- the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site(s), including relevant national or international charters or conventions, for example UNESCO, and international efforts to protect ancient sites of World Heritage significance (ACHAH023) 🖐️ ⚙️
- the reconstruction of the ancient site(s), for example to restore a site to its original form, and digital reconstructions (ACHAH024) 🖐️ ⚙️ ⚖️ 🖥️ 🗺️

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

Teachers may develop their own examples.

5. Cultural Heritage and the Role of Museums

Content Focus

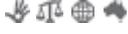
Students investigate the significance of artefacts in relation to cultural heritage, ownership and the role of museums. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- the nature and significance of the cultural property for the society to which it belongs (ACHAH025)

- the arguments for and against the return of the cultural property to its original home (ACHAH026)

- the nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027) 
- the role of museums in acquiring, collecting and storing artefacts/cultural materials (ACHAH028)

- the contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACHAH029) 

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

Teachers may develop their own examples.

6. The Treatment and Display of Human Remains

Content Focus

Students investigate the preservation, analysis, significance, display and repatriation of human remains. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- the condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACHAH030) 🖐️ ⚙️
- the methods and results of scientific analysis (dating of finds and forensic techniques) and modern preservation of the remains (ACHAH031) 🖥️
- the significance of the human remains and other sources, for example written, for an understanding of the life and times in which they lived, including:
 - the social status of individuals (ACHAH032) ⚖️ 🌐 ✨
 - the beliefs and practices of the society (ACHAH032) 🌐 ✨
 - the health of ancient populations (ACHAH032) 🌐
 - the nature of the environment (ACHAH032) 🌐 ✨
- the ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACHAH033) 🖐️ ⚙️ ⚖️

Examples that could be used to illustrate aspects of the content include: the viewpoints of Aboriginal Peoples; mummified remains of ancient Egypt; bog bodies; Ötzi – the Iceman; the Tarim mummies.

Teachers may develop their own examples.

Investigating Ancient History – Case Studies

Outcomes

A student:

- › describes the nature of continuity and change in the ancient world AH11-1
- › proposes ideas about the varying causes and effects of events and developments AH11-2
- › analyses the role of historical features, individuals and groups in shaping the past AH11-3
- › accounts for the different perspectives of individuals and groups AH11-4
- › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- › discusses and evaluates differing interpretations and representations of the past AH11-7
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-11

Content Focus

Students investigate aspects of the history of the ancient world using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Students study at least TWO case studies, choosing ONE from List A and ONE from List B.

Teachers may develop their own case studies. These may be designed to provide a context for topics selected within the Year 12 course.

List A: Case studies from Egypt, Greece, Rome, Celtic Europe	List B: Case studies from Australia, Asia, the Near East, the Americas
A1. Old Kingdom Egypt A2. Tutankhamun's Tomb A3. Deir el-Medina A4. Alexandria A5. Thera A6. Troy A7. The Roman Games A8. The Celts A9. Boudicca	B1. Ancient Australia B2. The Shang Dynasty B3. Ashoka B4. Nineveh B5. Persepolis B6. Masada B7. Palmyra and the Silk Road B8. Teotihuacan B9. The Emergence of Early Societies

The studies selected must address the outcomes listed above.

Other possible case studies related to List A could include:

- Valley of the Queens
- Mycenae
- Greek drama
- City of Rome
- Roman Britain.

Other possible case studies related to List B could include:

- Jericho
- Lachish
- The Akkadian Empire
- Battle of Red Cliffs
- The Early Maya.

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

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

- representations – ancient and/or modern
- the geographical and historical context
- the range of sources
- the historical features, people, places, events and/or developments of the ancient world selected for study, as revealed through the sources, for example:
 - the features of ancient sites
 - the role of individuals and/or groups in their historical context
 - the causes of events and/or developments and how they shaped the past
 - the significance of an ancient site, individual or society.

The studies may incorporate methods and issues involved in investigating the ancient past, as relevant.

A1: Old Kingdom Egypt

Content Focus

Students investigate the history of Old Kingdom Egypt using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Old Kingdom Egypt – ancient and/or modern 🏛️ 📖 🌐 🗺️
- the geographical and historical context, including:
 - the location, natural features and resources of Egypt; the capital of Memphis, cemeteries of Saqqara, Giza and Dahshur (ACHAH105) 🗺️ 📖 🌐 🗺️
 - early excavations and archaeological discoveries
- the range of sources, including:
 - written sources: Narmer Palette, the Pyramid Texts 🌐 🗺️
 - archaeological sources: temples, statues, paintings, architecture of the royal tombs and of the nobility, eg the Giza pyramid complexes of Dynasty VI 🏛️ 🌐
- features of Old Kingdom Egypt as revealed through the sources, including:
 - roles and images of the king, the concept of *maat*, roles of the official class and women (ACHAH106, ACHAH107) 🏛️ 🌐 🗺️
 - the significance of the Nile, trade and commerce, industries and employment (ACHAH105, ACHAH112, ACHAH114) 🗺️ 🌐 ⭐
 - Egyptian cults of Re and Osiris, cultural beliefs and practices, the sciences and literature (ACHAH141, ACHAH142) 🏛️ 🌐
 - the nature of funerary customs, royal tombs and tombs of the nobility (ACHAH144) 🌐
 - the reasons for the collapse of Old Kingdom Egypt ⚙️ 🏛️ 🗺️

A2: Tutankhamun's Tomb

Content Focus

Students investigate Tutankhamun's tomb and what it reveals about the past using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Tutankhamun – ancient and/or modern, for example 'Tutmania' and the 'mummy's curse' 🏛️📺🌐👉
- the geographical and historical context, including:
 - an overview of New Kingdom Egypt, the religious crisis and mystery of the pharaonic line at the time of Tutankhamun 🌐👉
 - discovery and excavation of the tomb by Howard Carter 🌐👉
- the range of sources, including:
 - the structure and key features of Tutankhamun's tomb 🌐📺📄★
 - tomb paintings and artefacts
 - the condition of the human remains found in the tomb (ACHAH030) 🏛️🌐✝️
- burial customs at the time of Tutankhamun as revealed through the sources, including:
 - the evidence for funerary beliefs and practices: deities, afterlife, funeral procession (ACHAH144) 📺🌐
 - the nature of mummification (ACHAH142) 👉🌐✝️
 - the limitations of the evidence for Tutankhamun's life and reign 🏛️
 - the methods and results of scientific analysis/forensic techniques: CT scans and DNA testing, new theories about Tutankhamun's life and causes of death 📺👉
 - 21st-century archaeology and ethical issues in the preservation and examination of Tutankhamun's remains 📺👉

A3: Deir el-Medina

Content Focus

Students investigate the history of Deir el-Medina using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of the ancient Egyptians – ancient and/or modern 🏛️🌐👤
- the geographical and historical context, including:
 - the location and purpose of Deir el-Medina (ACHAH164) 📍🌐
 - founders: Amenhotep I and his mother Ahmose-Nefertari 🌐👤
 - work of modern Egyptologists, eg Mariette, Maspero, Schiaparelli, Bruyere, Cerny 📖👤
- the range of sources, including:
 - sources discovered at the site: houses, tombs, shrines, ostraca, records (ACHAH303) 📖👤
- everyday life at Deir el-Medina as revealed through the sources, including:
 - village workers: social structure, occupations, commerce and trade 🏘️🌐👤
 - construction of royal tombs in the Valley of the Kings: Thutmose III and Seti I, and non-royal tombs: Sennedjem, Kha and Meryt
 - the workers' strike and tomb robberies (ACHAH164, ACHAH301) 🌐👤👤👤👤
 - images of women in the written and archaeological record, and evidence for the role of women 🏛️🌐👤
 - everyday life, eg housing and furniture, food, leisure, clothing, jewellery 🌐👤👤
 - religious beliefs and practices, eg gods and goddesses of New Kingdom Egypt, festivals, magic, amulets, oracles, 'personal piety' 🌐👤
 - burial beliefs and practices: royal and non-royal tombs: changing structures and decoration, the Book of the Dead, coffins and other tomb contents 🏛️🌐👤👤

A4: Alexandria

Content Focus

Students investigate the history of Alexandria using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

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

A5: Thera

Content Focus

Students investigate the history of Thera using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Thera – ancient and/or modern (ACHAH036, ACHAH037)    
- the geographical and historical context, including:
 - the location of Thera/Santorini in relation to mainland Greece and Crete (ACHAH034)   
 - discoveries and excavations at Thera/Santorini: German, Spyridon Marinatos, Doulas (ACHAH034)
- the range of sources, including:
 - the interpretation of the wall paintings of Akrotiri: the Spring Fresco, the Young Boxers, the Naval Campaign Fresco and the Fisherman Fresco (ACHAH035) 
 - the pottery and architecture of Akrotiri (ACHAH035) 
- the history of Thera as revealed through the sources, including:
 - the significance of the site as a trading or religious settlement (ACHAH036) 
 - features of everyday life at Thera (ACHAH036) 
 - the evidence of the relationship of Thera to the Minoan civilisation on Crete (ACHAH036) 
 - theories about the role of the eruption at Thera in ending the Minoan civilisation (ACHAH036) 
 - the dating of the Thera eruption and the extent of its impact in the Aegean world (ACHAH038) 

A6: Troy

Content Focus

Students investigate the history of Troy using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Troy – ancient and/or modern, for example of the destruction of Troy (ACHAH050, ACHAH051) 🏰 🌐 📖
- the geographical and historical context, including:
 - an overview of the Bronze Age world: major cultures and sites, social, economic, political structures (ACHAH049) 🏰 🗺️ 🌐
 - the strategic location of Troy 📍 🌐
 - the Trojan legends: Greek gods, Homer and the Epic Cycle 🌐
 - the discovery and excavation of Troy, eg Calvert, Schliemann, Dorpfeld, Blegen, Korfmann and Schliemann's excavations at Troy and Mycenae (ACHAH050, ACHAH052)
- the range of sources, including:
 - written sources: Linear B – tablets from Pylos, Homer's *Iliad*, Euripides' *Women of Troy*, Hittite diplomatic archive 📖
 - archaeological sources: the layout of the city, fortifications, houses, pottery
- the history of Troy and the Trojan War as revealed through the sources, including:
 - evidence for different layers of Troy in the ancient past (ACHAH049) ⚙️ 🌐
 - the role and status of women: treatment of Helen, fate of Trojan and Greek women, goddesses 🏰 🌐 🗺️ 🗺️
 - the evidence for Troy and the Trojan War: history or myth, Homer's *Iliad*, Schliemann – father of archaeology or fraud (ACHAH053) ⚙️ 🏰 📖
 - the legacy of the Trojan War ⚙️

A7: The Roman Games

Content Focus

Students investigate the history of the Roman games using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of the Roman games – ancient and/or modern (ACHAH061, ACHAH062)   
- the geographical and historical context, including:
 - the origins of the Roman games (ACHAH059)
 - the location of amphitheatres in the Roman world (ACHAH059)   
- the range of sources, including:
 - amphitheatres, eg the Flavian amphitheatre, Circus Maximus and provincial amphitheatres
 - frescoes, mosaics, tomb epitaphs, graffiti, armour, weapons, tombs
 - ancient sources, eg Seneca, Juvenal, Martial (ACHAH060)   
- the nature of the Roman games as revealed through the sources, including:
 - depictions of gladiators and charioteers  
 - the types of gladiators and features of entertainment, eg mock naval battles 
 - the nature of armour and weaponry – metallurgy, fighting techniques, body protection technology, medicine and the treatment of wounds (ACHAH125, ACHAH130)
 - gladiators and chariot racing in Roman culture: free/slaves, revolts, eg the War of Spartacus  
 - the political role of the Roman games: the emperor, senate, 'bread and circuses', the people, the might of Rome (ACHAH059, ACHAH061)   

A8: The Celts

Content Focus

Students investigate the history of the Celts using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of the Celts – ancient and/or modern, for example their depiction as barbarians in Roman sources and freedom fighters in British and Gallic tradition (ACHAH081) 🏛️ 📖 🌐 🗺️
- the geographical and historical context, including:
 - Urnfield (1200–600 BC), Hallstatt (700–500 BC), La Tene (500 BC–AD 100) and the development of Celtic culture (ACHAH079) 🌐
- the range of sources, including:
 - written sources, eg Appian, Tacitus, Lucan, Polybius, Strabo, Livy, Diodorus Siculus (ACHAH080) 📖
 - archaeological sources, eg human remains, Hochdorf Grave, Maiden Castle, Heuneberg, Castro de Viladonga (Rei) (ACHAH080) 🌐
- the nature of Celtic life as revealed through the sources, including:
 - the nature of settlement in Celtic Europe, eg the role of hill forts, farming 🌱 🌐
 - religious beliefs and practices: Druidism, burial sanctuaries and cemeteries (ACHAH079, ACHAH141, ACHAH142, ACHAH143, ACHAH144) 🌐
 - everyday life: social organisation, technology, art (ACHAH079, ACHAH120, ACHAH130, ACHAH135) 🌐 ✨ ✨
 - weapons and warfare (ACHAH125, ACHAH126) 🌐
 - the nature of contact with other peoples, eg Cassivellaunus, Commius, Vercingetorix (ACHAH079) 🏛️ 🌐
 - the decline of the Celts ✨ ✨ 🌐

A9: Boudicca

Content Focus

Students investigate Boudicca's conflict with Rome using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Boudicca – ancient and/or modern (ACHAH079, ACHAH082)    
- the geographical and historical context, including:
 - background of the Celts: tribal organisation of Britain, identification and location of the Iceni (ACHAH079)  
 - an overview of the Roman conquest of Britain and the nature of Romanisation  
 - organisation of Roman Britain: role of governor; role of veterans eg in the towns of Camulodunum, Verulamium, Londinium; imperial cult at Camulodunum 
- the range of sources, including:
 - the works of Tacitus and Cassius Dio – reasons for the revolt, Boudicca, Trinovantes and other Celts, descriptions of Boudicca (ACHAH080)  
 - nature of the sources relating to Prasutagus and Boudicca  
 - archaeological evidence of the revolt
- Boudicca's conflict with Rome as revealed through the sources, including:
 - the nature of the campaign: Celtic fighting methods, Roman weapons and tactics 
 - the role of Boudicca and Suetonius Paulinus 
 - aftermath of the revolt: results and consequences for the Celts and Romans  

B1: Ancient Australia

Content Focus

Students investigate the history of ancient Australia through the study of at least ONE site. Sites to investigate may be selected from the local area and/or from other parts of Australia. The Historical concepts and skills content is to be integrated as appropriate.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Content

Students investigate:

- representations of ancient Australia, for example origins and its longevity 🖐️⚖️📖🌐🗺️
- the geographical and historical context, including:
 - the scope and diversity of Aboriginal language groups across Australia 🖐️✳️
 - the geographical context of at least ONE site 🖐️📍📖
- the range of sources and their condition, including:
 - archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains 🖐️⚖️
 - oral history and communication: the knowledge of the custodians of the site 🖐️🌐
- ancient Australia as revealed through the sources, including:
 - the approximate dating of the archaeological sources through the use of scientific analysis 📖
 - the significance of the site to Aboriginal communities, eg cultural, spiritual 🖐️🌐🗺️
 - the value to our understanding of Australia's ancient past 🖐️🌐🗺️
- the significance of the site today, including:
 - issues relating to conservation and promotion of the site as Australia's heritage 🖐️⚖️🌐🗺️
 - principles of Indigenous cultural and intellectual property relevant to the site 🖐️⚖️🌐🗺️

B2: The Shang Dynasty

Content Focus

Students investigate the history of the Shang dynasty in China using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of the Shang period in China – ancient and/or modern 🌐 📖 📺 🌐 📖
- the geographical and historical context, including:
 - the rise of the Shang and the geographical extent of the Shang state 🌐 📍 🌐 📖
- the range of sources, including:
 - oracle bones, royal tombs, bronze artefacts 🌐
 - the significance of Anyang: archaeological methods employed at the site, the royal cemetery and discovery of the tomb of Lady Fu Hao 🌐 📖 📖
- the nature of the Shang dynasty as revealed through the sources, including:
 - the structure of the Shang state, including the role of the king and the status of women 🌐 📖 📖
 - prominent individuals, including Emperor Wu Ding and Lady Fu Hao 🌐 📖
 - the evidence for various aspects of Shang society, eg the system of writing, calendar, bronze technology and craftsmanship, the military, religion including ancestor worship and human sacrifice 🌐 📖 🌐
 - the reasons for the fall of the Shang dynasty 📖 🌐

B3: Ashoka

Content Focus

Students investigate the history of Ashoka using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Ashoka – ancient and/or modern 🌐 📖 📄 🌐 🗺️
- the geographical and historical context, including:
 - an overview of the Mauryan Empire and Chandragupta Maurya: features of the administration, economy and religion 🌐 🗺️
- the range of sources, including:
 - written sources: Edicts of Ashoka, Ashokavadana, Mahavamsa 📖 🗺️
 - archaeological sources: Pillars of Ashoka, The Great Stupa at Sanchi, Lion Capital of Ashoka (Ashokmudra), 80-pillar hypostyle hall at Kumhrar 🌐
- the role and contribution of Ashoka as revealed through the sources, including:
 - Ashoka's family background, problems with succession, early reign and expansion of the empire (ACHAH239, ACHAH246) 🌐 🗺️ 🌐
 - the Battle of Kalinga: aims, outcome and impact on Ashoka (ACHAH246) 🌐 🌐
 - the extent and impact of Ashoka's pacifism 🌐 📖 🌐
 - trade and the spread of Buddhism 🌐 📖 🌟
 - the use of Buddhist sources and the Edicts of Ashoka in reconstructing his life and the question of whether Ashoka converted to Buddhism 🌐 🗺️ 📖
 - Ashoka's approaches to religion and administration (ACHAH248) 🌐 🗺️ 📖

B4: Nineveh

Content Focus

Students investigate the history of Nineveh using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Nineveh/Assyrian society – ancient and/or modern 🏛️ 📖 🌐 🎓
- the geographical and historical context, including:
 - an overview of the early Assyrian Empire from Tiglath-Pileser I to Sennacherib and early capital cities: Nimrud and Khorsabad (ACHAH104) 🏛️ 🌐
 - location of the site of Nineveh (Mosul) (ACHAH105) 📍 📖 🌐
 - the discovery of Nineveh and the nature of archaeological excavation over time 🏛️ 🎓 🌐
- the range of sources, including:
 - archaeological finds, architectural features and wall reliefs at the site, eg the palaces of Assurnasirpal II, Sennacherib and Ashurbanipal; temples of Nabu and Ishtar; the Royal Library of Ashurbanipal; the ‘armoury’; walls and gates; rivers and canals; wells and gardens (ACHAH120) 🌐
- the history of Nineveh as revealed through the sources, including:
 - the layout of the city of Nineveh, the features of the city and their role in everyday life (ACHAH122, ACHAH123) 🌐
 - design and ornamentation of the Neo-Assyrian period (ACHAH121) 🌐
 - the role of Nineveh as a centre of Assyrian power 🌐
 - debate over the destruction of Nineveh: the role of recent archaeology eg mudbrick defences, religious artefacts, weapons and skeletal remains at Halzi Gate 🛡️ 🏛️ 🌐

B5: Persepolis

Content Focus

Students investigate the history of Persepolis using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Persepolis – ancient and/or modern 🏛️ 📖 🌐 🗺️
- the geographical and historical context, including:
 - an overview of the Persian Empire from Cyrus the Great to Darius I and early capital cities Ecbatana and Pasargadae (ACHAH104) 🏛️ 🌐
 - geographic location of the site of Persepolis (ACHAH105) 🗺️ 📖 🌐
 - the discovery of Persepolis and the nature of archaeological excavation over time 🏛️ 🗺️ 🌐
- the range of sources, including:
 - archaeological finds, architectural features and wall reliefs at the site, eg the Apadana, the terrace, the palaces, gatehouse, Hall of the Hundred Columns (Throne Hall), Tripylon staircase, Harem and treasury buildings, stone carving, glazed brick panels, Bisitun (Behistan), inscription of Darius I (ACHAH177) 🌐 🗺️
- the history of Persepolis as revealed through the sources, including:
 - the layout of the city of Persepolis, the features of the city and their role in everyday life (ACHAH122, ACHAH123) 🌐
 - design and ornamentation of the Achaemenid period (ACHAH121) 🌐
 - the role of Persepolis as a centre of Persian power 🌐
 - debate over the role of Alexander the Great in the destruction of Persepolis (ACHAH066, ACHAH180) 🗺️ 🏛️ 🌐

B6: Masada

Content Focus

Students investigate the history of Masada using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Masada – ancient and/or modern, for example the role of ‘patriotic’ archaeology (ACHAH040, ACHAH041, ACHAH042) 🏛️ 📖 🌐 🎓
- the geographical and historical context, including:
 - an overview of the location and geographical features of Masada (ACHAH039) 📍 📖 🌐
 - the Roman control of Judaea and the organisation of the province, eg the concept of client kings/states (ACHAH039) 📍 🎓
 - the problems between the Jews and the Romans leading to the outbreak of war, eg religious beliefs and policies of Vespasian and Titus (ACHAH039) 🌐
- the range of sources, including:
 - archaeological finds, the defences of Masada and the site of the Roman camp 🏛️ 📖 🏛️
 - the account of Josephus Flavius in *The Jewish War* (ACHAH040) 📖
- the occupation and siege of Masada as revealed through the sources, including:
 - the occupation of Masada by Jewish rebels (ACHAH039) 🏛️
 - the course of the siege of Masada and the role of Flavius Silva and Eleazar bin Ya’ir (ACHAH039) 🌐
 - the fall of Masada and the aftermath (ACHAH039) 🌐
 - the accuracy of Josephus’s account and debates about the events at Masada in AD 73–74 (ACHAH040, ACHAH043) 🏛️ 📖 🌐 🎓

B7: Palmyra and the Silk Road

Content Focus

Students investigate the importance of Palmyra as a city and trading post along the Silk Road in ancient times using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Palmyra – ancient and/or modern 🏛️💻🌐👉
- the geographical and historical context, including:
 - the location of the site of Palmyra 📍🌐
 - the development of the city from an agricultural village to the hub of the Silk Road 📈⚙️🌐
 - significance of the Silk Road and the nature of trade 📈⚙️🌐⚔️⚔️
- the range of sources, including:
 - archaeological sources, eg the Great Colonnade, the Tariff Court, tombs, Temple of Bel and Baal Shamin, the Theatre, roads, coinage
 - written sources and inscriptions, eg the Palmyrian Tariff 📜👉
- the history of Palmyra as revealed through the sources, including:
 - Palmyra's role as a 'caravan city' on the east-west trade route and meeting place for various cultures ⚙️🌐⚔️
 - economic and cultural exchange in Palmyra, eg the collection of taxes, trade links with India and China 🌐🌐⚔️
 - the influence of eastern and western traditions on language, art, architecture and religion in Palmyra, eg Greco-Roman/Hellenistic and central Asian cultures 🌐⚙️🌐
 - relations between Palmyra and Rome, including the influence of Queen Zenobia ⚔️🏛️
 - the end of Zenobia's reign and the decline of Palmyra ⚔️

B8: Teotihuacan

Content Focus

Students investigate the history of Teotihuacan using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of Teotihuacan – ancient and/or modern 🏛️ 🖥️ 🌐 🗺️
- the geographical and historical context, including:
 - the location and geographical features of the Teotihuacan Valley: urban and rural inhabitants, chinampas, caves 🗺️ 🖥️ 🌐
 - the stages and nature of occupation – Maya, Mixtec, Zapotec, arrival of the Aztec 🌐
 - plans and streetscapes of Teotihuacan
- the range of sources, including:
 - archaeological sources, eg murals, glyphs, pottery, funerary masks, human and animal remains (ACHAH140)
 - features of the city, eg barrios and apartment compounds, Pyramids of the Sun and Moon, Temple of the Feathered Serpent, Avenue of the Dead 🗺️ 🌐
 - the nature and limitations of the evidence ⚙️
- the history of Teotihuacan as revealed through the sources, including:
 - the significance of the Teotihuacan Mapping Project ⚙️
 - the role of religion: deities, ritual sacrifice, burials 🌐
 - the nature of everyday life: social classes, economic activity 🗺️ ⚙️ ⚙️
 - contact with other peoples: trade, diversity of the inhabitants ⚙️ ⚙️
 - theories about the collapse of Teotihuacan: natural disaster, internal rebellion, external attack ⚙️ 🌐

B9: The Emergence of Early Societies

Content Focus

Students investigate the emergence of early settled societies in the ancient world using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

- representations of the emergence of early settled societies in the ancient world 🏛️ 📖 🌐 🗺️
- the geographical and historical context, including:
 - the question of where, when and why the earliest settled societies developed in various places across the world 🗺️ 📖 🌐
 - the discovery and excavation of sites that reveal evidence of early settlement
- the range of sources, including:
 - art, iconography, writing, tools and pottery 🗺️ 🌐 🗺️
 - the nature and limitations of the evidence 🗺️
- the emergence of early societies as revealed through the sources, including:
 - the Indus Valley Civilisation/Harappan culture and the sites of Mohenjo-Daro and Harappa 🗺️ 🌐 🗺️
 - Ur and the Sumerian early dynastic period 🗺️ 🌐 🗺️
 - the defining characteristics of early societies, eg farming, social classes, writing, religion, rule of law, art and architecture, trade 🗺️ 🗺️ 🗺️ 🌐 🗺️ 🗺️
 - the nature of the early settled societies that appeared in ONE of the following regions: Africa, Asia, Central/South America, Europe 🗺️

Features of Ancient Societies

Outcomes

A student:

- › describes the nature of continuity and change in the ancient world AH11-1
- › proposes ideas about the varying causes and effects of events and developments AH11-2
- › analyses the role of historical features, individuals and groups in shaping the past AH11-3
- › accounts for the different perspectives of individuals and groups AH11-4
- › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- › discusses and evaluates differing interpretations and representations of the past AH11-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Through the interpretation of historical sources, students investigate key feature(s) of ancient societies to develop an understanding of the nature of the ancient past. The Historical concepts and skills content is to be integrated as appropriate.

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

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

Ancient societies		Key features
<ul style="list-style-type: none"> ● Egypt ● Phoenicia ● Assyria ● Persia ● Israel ● Mycenae ● Greece 	<ul style="list-style-type: none"> ● Etruscans ● Carthage ● Rome ● Celtic Europe ● India ● China 	<ul style="list-style-type: none"> ● Women ● Slavery ● Art and Architecture ● Weapons and Warfare ● Death and Funerary Customs ● Power and Image ● Trade and Cultural Contact

The studies selected must address the outcomes listed above.

An appropriate historical period should be identified. The key feature(s) should be appropriate for the ancient society or societies selected.

The following are provided as examples of some possible studies:

- Women in Ancient Greece and Rome
- Slavery in the Roman world
- Art and architecture in Imperial Rome
- Weapons and warfare in Ancient China
- Weapons and warfare – Carthage and Rome
- Death and funerary customs in Old Kingdom Egypt
- Power and image in Assyria – Neo-Assyrian Period
- Trade and cultural contact – Greek colonisation

The studies chosen must not overlap with or duplicate significantly any topic to be attempted for the Year 12 Ancient History or History Extension courses.

Content

Students investigate:

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

Students investigate features that are appropriate for the studies selected, chosen from the following:

Women

The role and impact of women, including:

- the range of sources available for women and gaps in the evidence ⚙️ 📖 📖
- the nature of the sources and what they reveal about attitudes towards women (ACHAH107) 🗡️
- depictions of women and men in the historical record, and how they compare (ACHAH135) ⚙️ 🗡️ 🗡️
- the role of women within the family and in the economy (ACHAH107) 🌐 🗡️ ⭐
- the reasons for the status and role of women in religious and political life (ACHAH107) 🌐 🗡️
- the impact and representation of influential women ⚙️ 🗡️
- evidence of continuity and/or change 📖

Slavery

The forms of slavery and its significance, including:

- the nature of the sources for enslaved peoples and evidence for the origins of slavery (ACHAH115) ⚙️
- composition of slave groups, occupations of men, women and children, and their treatment (ACHAH116) 🌐 🗡️ ⭐
- the economic importance of slavery (ACHAH117) 🌐 ⭐
- attitudes to slavery, the status of slaves and their relationship with masters (ACHAH118) ⚖️ 🌐
- the extent of slavery and significant events in the history of slavery, for example revolts (ACHAH119) ⚖️ 🌐
- evidence of continuity and/or change 📖

Art and Architecture

The nature and significance of art and architecture, including:

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

Weapons and Warfare

The development of weaponry and methods of warfare, including:

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

Death and Funerary Customs

The different beliefs, rituals and funerary practices, including:

- the nature of the sources for beliefs, rituals and funerary practices (ACHAH140) 🌐 📖
- the key beliefs and rituals (ACHAH141) 🌐
- the influence and significance of beliefs and rituals (ACHAH142) 🌐
- attitudes to and beliefs about death, eg the concept of an afterlife (ACHAH143) ⚖️ 🌐
- funerary practices, for example burial sites, forms of burial, ceremonies, and their relationship to religious beliefs and social status (ACHAH144) 🌐 ⚔️
- evidence of continuity and/or change 📖

Power and Image

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

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

Trade and Cultural Contact

The nature of trade and cultural contact, including:

- the range of sources for trade and cultural contact between ancient societies 🗑️ 📖
- the motivations for trade, the evidence for trade routes (overland and/or maritime) and the types of goods that were traded (ACHAH112) 📉 🌐 ⭐
- the impact of trade on society 🗑️ ⚡ ⚡
- awareness of, and attitudes towards, other cultures 🗑️ 🌐 ⚡
- the nature and impact of cultural contact between ancient societies, for example art, architecture, beliefs, language, intermarriage 🌐 ⚡
- evidence of continuity and/or change 📖

Historical Investigation

Outcomes

A student:

- › describes the nature of continuity and change in the ancient world AH11-1
- › proposes ideas about the varying causes and effects of events and developments AH11-2
- › analyses the role of historical features, individuals and groups in shaping the past AH11-3
- › accounts for the different perspectives of individuals and groups AH11-4
- › examines the significance of historical features, people, places, events and developments of the ancient world AH11-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
- › discusses and evaluates differing interpretations and representations of the past AH11-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9
- › discusses contemporary methods and issues involved in the investigation of ancient history AH11-10

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

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

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

The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively. The Historical concepts and skills content is to be integrated as appropriate.

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

Possible historical investigations include:

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

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

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

Content

The process of historical investigation involves:

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

Ancient History Year 12 Course Content

Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The course comprises four sections. Students are required to study all four sections of the course.

	Ancient History	Indicative hours
Year 12 course (120 hours)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
2. ONE 'Ancient Societies' topic
3. ONE 'Personalities in their Times' topic
4. ONE 'Historical Periods' topic.

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

- Egypt
- Near East
- China
- Greece
- Rome.

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

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours).

Historical Concepts and Skills

The following skills, which incorporate the concepts of causation, continuity and change, perspectives, significance and contestability, are to be integrated with the content of the Year 12 course.

Analysis and use of sources

Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009)   

Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010)     

Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008)   

Identify and analyse problems relating to sources in the investigation of the past (ACHAH011)  

Historical interpretation

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

Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001)  

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

Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012)     

Historical investigation and research

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

Use evidence from a range of sources to inform investigation and research (ACHAH005)  

Acknowledge sources appropriately (ACHAH015)  

Explanation and communication

Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013)    

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

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9
- › analyses issues relating to the ownership, custodianship and conservation of the ancient past AH12-10

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.

In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues.

The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- the geographical setting and natural features of Campania (ACHAH365, ACHAH371) ✦
- the eruption of AD 79 and its impact on Pompeii and Herculaneum (ACHAH367, ACHAH372) 🖼️
- early discoveries and the changing nature of excavations in the 19th and 20th centuries (ACHAH369) 🏛️ 🖼️ 🌐
- representations of Pompeii and Herculaneum over time (ACHAH383) 🖼️ 🗑️

Focus of study

Investigating and interpreting the sources for Pompeii and Herculaneum

- the evidence provided by the range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:
 - the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) 🌐 ✦
 - the social structure: men, women, freedmen, slaves (ACHAH375) 🏛️ 🌐
 - local political life: decuriones, magistrates, comitium (ACHAH373) 🌐 ✦
 - everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation (ACHAH377) 🌐 ✦
 - religion: household gods, temples, foreign cults and religions, tombs (ACHAH376) 🌐
 - the influence of Greek and Egyptian cultures: art and architecture (ACHAH378) 🌐

Reconstructing and conserving the past

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

Ancient Societies

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students investigate key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

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

- A. New Kingdom Egypt society to the death of Amenhotep III
- B. New Kingdom Egypt society during the Ramesside period
- C. Society in Israel from Solomon to the fall of Samaria
- D. Persian society at the time of Darius and Xerxes
- E. Society in China during the Han Dynasty 206 BC–AD 220
- F. Bronze Age – Minoan Crete
- G. Spartan society to the Battle of Leuctra 371 BC
- H. Athenian society in the time of Pericles.

The study selected must address the outcomes listed above.

Option A: New Kingdom Egypt society to the death of Amenhotep III

Content Focus

Through an investigation of key features of New Kingdom Egypt society to the death of Amenhotep III, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of New Kingdom Egypt and its neighbours (ACHAH105) ✚
 - significant sites: Thebes, Valley of the Kings, Malkata (ACHAH269, ACHAH277)

Focus of study

- Social structure and political organisation, including:
 - roles and images of the pharaoh, the concept of *maat* (ACHAH161) ✚ ⚖️ 🌐 🗡️
 - roles of the vizier and members of the religious, administrative and military elites (ACHAH161) 🗡️
 - nature and role of the army 🌐
 - roles and status of women: royal and non-royal ⚖️ 🌐 🗡️ ✚
 - scribes, artisans and agricultural workers (ACHAH161) 🗡️ ✚ ✚
- The economy, including:
 - importance of the Nile: agriculture, animal husbandry, transport ✚
 - economic exchange: barter and taxation ✚
 - impact of empire: booty, tribute and trade (ACHAH167, ACHAH270) ⚖️ ✚
 - occupations, crafts and industry: wood, stone and metal ✚ 🌐 ✚
 - technology: tools, building materials, techniques and construction ✚
- Religion, death and burial, including:
 - gods, goddesses, cults and priesthoods including Amun-Re, Osiris (ACHAH276) ⚖️ 🌐
 - festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival 🌐
 - myths and legends: Creation myth, Osiris myth (ACHAH281) ⚖️ 🌐
 - funerary customs, rituals and texts: afterlife concepts, mummification (ACHAH278) 🌐 🗡️
 - *The Book of the Dead* and the *Amduat (Book of What is in the Netherworld)* ⚖️
 - temples – architecture and function: Karnak, Luxor, Deir el-Bahri (ACHAH275)
 - tombs – architecture and decoration: Thebes (ACHAH164)
- Cultural and everyday life, including:
 - art: sculpture, jewellery and wall paintings 🌐
 - writing and literature – love poetry, Papyrus Lansing: *Be a Scribe*, Wisdom Literature: *the Instruction of Ani* 🗡️
 - leisure activities 🌐 ✚
 - health of New Kingdom Egyptians in this period as revealed by human remains (ACHAH282) 🌐

Option B: New Kingdom Egypt society during the Ramesside period

Content Focus

Through an investigation of key features of New Kingdom Egypt society during the Ramesside period, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Social structure and political organisation, including:
 - roles and images of the pharaoh, the concept of *maat* (ACHAH109, ACHAH110) ⚙️ ⚖️ 🌐
 - roles of the vizier and members of the religious, administrative and military elites (ACHAH109, ACHAH110)
 - nature and role of the army (ACHAH126) 🌐
 - roles and status of women: royal and non-royal (ACHAH107) ⚖️ 🌐 🗡️ ✚
 - scribes, artisans and agricultural workers (ACHAH106) ★
- The economy, including:
 - importance of the Nile: agriculture, animal husbandry, transport ✚
 - occupations, crafts and industry: wood, stone and metal (ACHAH112) ✚ 🌐 ★
 - economic exchange: unit of value (*deben*), taxation, tribute and trade (ACHAH114) ★
 - technological development: tools, building materials, techniques and construction, *shaduf* ✚
 - workers' strike, tomb robberies and corruption ⚙️ 🗡️ ★
- Religion, death and burial, including:
 - gods, goddesses, cults and priesthoods: Amun, Re, Ptah, Osiris (ACHAH141) ⚖️ 🌐
 - personal religion: magic and personal piety ⚖️ 🌐
 - festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival (ACHAH141) 🌐
 - funerary customs: afterlife concepts and mummification (ACHAH144) 🌐 🗡️
 - funerary texts: *The Book of the Dead* and the *Amduat* (*Book of What is in the Netherworld*), *The Book of Gates* (ACHAH140) 🗡️
 - temples – architecture and function: Karnak, Luxor, the Ramesseum, Medinet Habu
 - tombs – architecture and decoration: Thebes, Memphis, Deir el-Medina (ACHAH164)
- Cultural and everyday life, including:
 - art: sculpture, jewellery and wall paintings (ACHAH120, ACHAH121, ACHAH123) 🌐
 - writing and literature: love poetry, *The Tale of the Two Brothers*, *Horus and Seth*, *The Report of Wenamun* 🌐 🗡️
 - leisure activities 🌐 ★
 - health of New Kingdom Egyptians in this period as revealed by human remains 🌐

Option C: Society in Israel from Solomon to the fall of Samaria

Content Focus

Through an investigation of key features of society in Israel from Solomon to the fall of Samaria, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of ancient Israel (ACHAH105) ✦
 - significant sites: Samaria, Tirzah (Tell el-Far'ah), Shechem, Jerusalem, Megiddo, Beersheba (ACHAH105)

Focus of study

- Social structure and political organisation, including:
 - roles and features of the Israelite kingship, the Davidic dynasty (ACHAH109, ACHAH110) 🌐
 - roles of the Jerusalem temple and priests in opposition to Israel 🌐
 - roles and importance of prophets in Israelite society: Elijah, Amos, Elisha, Hosea 🌐
 - roles of the bureaucracy, merchant class, workers, artisans (ACHAH106) 🌐 🗡️ ✦ ✦
 - roles and status of women: royal and non-royal (ACHAH107) 🗡️ 🌐 🗡️ ✦
 - nature and role of the army (ACHAH126) 🌐
- The economy, including:
 - importance of agriculture ✦ ✦
 - occupations, crafts and industry: wood, stone, metal, mining (ACHAH112) ✦ 🌐 ✦
 - technology: tools, weapons, engineering, water systems – the Siloam Tunnel (ACHAH132)
 - economic exchange: trade with Judah and Assyria (ACHAH114) ✦
 - features of fortified cities, including silos, Megiddo stables
- Religion, death and burial, including:
 - nature of conflicting religious beliefs and practices: polytheism, Ba'al, Asherah, Yahweh (ACHAH114) 🗡️ 🌐
 - roles of priests and prophets 🌐
 - roles and importance of religious places: High Places – Dan and Bethel 🌐
 - importance of the Jerusalem temple 🌐
- Cultural and everyday life, including:
 - art and architecture: Samaria, Jezreel and Megiddo, Samarian ivories, seals (ACHAH120, ACHAH121, ACHAH123) 🌐
 - writing and literature: biblical narrative and Samarian Ostraca 🌐 🗡️
 - leisure activities 🌐 ✦

Option D: Persian society at the time of Darius and Xerxes

Content Focus

Through an investigation of the key features of Persian society at the time of Darius and Xerxes, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of ancient Persia and its empire (ACHAH105, ACHAH171) †
 - significant sites: Persepolis, Pasargadae, Susa, Ecbatana, Naqsh-e-Rostam, Behistan (ACHAH105)

Focus of study

- Social structure and political organisation, including:
 - roles and images of the king (ACHAH109, ACHAH172) 🌐 🗡️
 - role and nature of the bureaucracy: *arstibara*, *vacabara*, *hazarapatis*, and provincial government: satraps, legal system, laws (ACHAH106, ACHAH110, ACHAH174, ACHAH176) 🗡️ †
 - nature and role of the army and navy, workers and artisans (ACHAH106, ACHAH172) † ★
 - roles and status of women: royal and non-royal (ACHAH107, ACHAH172) 🗡️ 🌐 🗡️ †
 - vassal states: satrapies, and subject peoples within the empire (ACHAH172) †
- The economy, including:
 - importance of agriculture †
 - economic exchange throughout the empire: taxation, tribute, trade, coinage, royal treasuries (ACHAH112, ACHAH114, ACHAH175) ★
 - technology: weapons, building materials, techniques and construction, irrigation works (ACHAH132) †
 - transport and communications: the Royal Road (ACHAH175)
 - occupations, crafts and industry: wood, stone and metal, role of foreign workers (ACHAH175) † 🌐 ★
- Religion, death and burial, including:
 - religious beliefs throughout the empire: Ahura-Mazda, Bel Marduk, Hebrew beliefs, Egyptian gods (ACHAH141) 🗡️ 🌐
 - religious policy throughout the empire (ACHAH178)
 - rituals and practice: role of the *Magi*, fire rituals 🌐
 - royal funerary customs and tombs (ACHAH143, ACHAH144) 🌐
- Cultural and everyday life, including:
 - art: palace reliefs, rock relief, sculpture, jewellery (ACHAH120, ACHAH121, ACHAH123) 🌐
 - architecture of palace complexes: Persepolis, Pasargadae, Susa (ACHAH120, ACHAH122, ACHAH177) 🌐
 - writing and inscriptions: Behistan, Fortification Tablets, Persepolis Treasury Tablets 🌐 🗡️
 - leisure activities 🌐 ★

Option E: Society in China during the Han Dynasty 206 BC–AD 220

Content Focus

Through an investigation of the key features of society in China during the Han dynasty 206 BC–AD 220, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of Ancient China (ACHAH105) 🌐 ↕
 - significant sites: Chang'an, Xuzhou, Luoyang (ACHAH105) 🌐

Focus of study

- Social structure and political organisation, including:
 - roles and images of the emperor, the mandate of heaven (ACHAH109) 🌐 ⚙️ 🌐 🗳️
 - nature and roles of the imperial bureaucracy: scholars, court officials and eunuchs (ACHAH106, ACHAH109, ACHAH110) 🌐 🗳️ 🌐
 - role of provincial administrators: royal family and the local elite (ACHAH106, ACHAH110) 🌐
 - imperial Confucianism: role in politics and social structure (ACHAH109) 🌐
 - role and status of women: royal and non-royal (ACHAH107) 🌐 ⚖️ 🌐 🗳️ 🌐
 - nature and role of the army (ACHAH106) 🌐
- The economy, including:
 - the importance of agriculture: innovations (ACHAH112) 🌐 ↕ 🗳️
 - economic exchange throughout the empire: taxation, trade, government monopolies, coinage (ACHAH112, ACHAH114) 🌐 ⭐
 - technology: weapons, metallurgy, pottery, inventions (ACHAH132) 🌐
 - transport and communications: road systems, canal systems 🌐
 - occupations: merchants, artisans and agricultural workers (ACHAH112) 🌐 ↕ 🌐 ⭐
- Religion, death and burial, including:
 - religious beliefs: Daoism, chief deities and the Cult of Heaven (ACHAH141) 🌐
 - the Cult of the Dead: spirits and ancestor worship (ACHAH141) 🌐
 - imperial Confucianism: cosmological beliefs (ACHAH142) 🌐
 - religious role of the emperor 🌐
 - rituals and practice: sacrifices, rites and divination (ACHAH141) 🌐 🌐
 - funerary customs: afterlife concepts, human remains, entombment of Lady Dai (ACHAH144) 🌐
 - tombs: architecture and decoration (ACHAH144) 🌐
- Cultural and everyday life, including:
 - art: bronze work, silk paintings, figurines and pottery (ACHAH120, ACHAH121, ACHAH123) 🌐
 - writing and literature: the *Shiji*, *Lessons for Women*, poetry of Sima Xiangru 🌐 🌐 🗳️
 - leisure activities 🌐 🌐 ⭐

Option F: Bronze Age – Minoan Crete

Content Focus

Through an investigation of the key features of Bronze Age – Minoan Crete, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Social structure and political organisation, including:
 - issues relating to gender and identity of the ruler(s) ✨ 🌐
 - palace elite: bureaucracy, priests and priestesses (ACHAH106, ACHAH109, ACHAH110) ✨ #
 - roles and status of women (ACHAH107) 🏛️ 🌐 ✨ #
 - craftsmen and agricultural workers (ACHAH106) ✨
- The economy, including:
 - palace economy
 - importance of agriculture (ACHAH112) † 🏛️
 - role of towns: Gournia and Zakros
 - trade and economic exchange: Mediterranean and Aegean region (ACHAH114) ✨
 - the concept of *thalassocracy* ✨ 🏛️
 - occupations, crafts and industry: pottery, stone, ivory, metal, jewellery, seal stones, purple dye (ACHAH112) † 🌐 ✨
 - technology: building materials, techniques and construction, ashlar masonry; drainage and water supply
- Religion, death and burial, including:
 - nature and identity of deities 🏛️ 🌐
 - religious symbols: *labrys*, horns of consecration, the bull, snakes, trees, birds 🏛️
 - religious places: peak sanctuaries, cave shrines, palace shrines, pillar crypts, lustral basins 🏛️
 - rituals: sacrifice, libations, processions, dance (ACHAH141) 🌐
 - funerary customs and rituals: *larnax*, ossuary (ACHAH144) 🌐
 - tombs: rectangular, *tholos* and chamber (ACHAH144) 🌐
 - myths and legends relating to the Minoans: Theseus and the Minotaur, Icarus and Daedalus 🌐 🗨️
- Cultural and everyday life, including:
 - art: frescoes, figurines, pottery, seals, metalwork (ACHAH120, ACHAH121, ACHAH123) 🌐
 - architecture of palace complexes: Knossos, Phaistos, Malia, Zakros and other palace sites (ACHAH120, ACHAH122) 🌐 🗨️
 - writing: Linear A and Linear B, the Phaistos Disc 🌐 🗨️
 - leisure activities 🌐 ✨
 - health of Bronze Age Minoans as revealed by human remains 🌐

Option G: Spartan society to the Battle of Leuctra 371 BC

Content Focus

Through an investigation of key features of Spartan society to the Battle of Leuctra 371 BC, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Social structure and political organisation, including:
 - the Great Rhetra: the issue of Lycurgus (ACHAH109, ACHAH185) ⚙️ 🌐 🗨️
 - roles and privileges of the two kings (ACHAH109, ACHAH110)
 - government: *ephorate*, *gerousia*, *ekklesia* (ACHAH110) 🗨️
 - social structure and occupations: Spartiates, *periokoi*, 'inferiors', helots (ACHAH106, ACHAH115, ACHAH116, ACHAH117, ACHAH118) 🏛️ 🗨️ ✦ ✦
 - the Spartan army: training (*agoge*), composition (ACHAH126, ACHAH127)
 - control of the helots: the military, *syssitia*, *krypteia* (ACHAH108, ACHAH129) ⚙️ 🏛️
 - role and status of women: land ownership, inheritance, education (ACHAH107, ACHAH108) 🏛️ 🌐 🗨️ ✦
- The economy, including:
 - land ownership: agriculture, *kleroi*, helots (ACHAH112, ACHAH117) 🌐
 - technology: weapons, armour, pottery (ACHAH132)
 - economic roles of the *periokoi* and helots (ACHAH112) ✦
 - economic exchange: use of iron bars, trade (ACHAH114) ✦
- Religion, death and burial, including:
 - gods and goddesses: Artemis Orthia, Poseidon, Apollo (ACHAH141) 🏛️ 🌐
 - myths and legends: Lycurgus and the Dioscuri (ACHAH141) 🌐
 - festivals: *Hyakinthia*, *Gymnopaedia*, *Karneia* (ACHAH141) 🌐
 - religious role of the kings
 - funerary customs and rituals (ACHAH144) 🌐
- Cultural and everyday life, including:
 - art: sculpture, painted vases, bone and ivory carving (ACHAH120, ACHAH121, ACHAH123) 🌐
 - architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia (ACHAH120, ACHAH122)
 - writing and literature: Alcman and Tyrtaeus 🌐 🗨️
 - Greek writers' views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanias, Plutarch 🏛️ 🌐 🗨️
 - leisure activities (ACHAH136) 🌐 ✦
 - marriage customs (ACHAH136) 🏛️ 🌐

Option H: Athenian society in the time of Pericles

Content Focus

Through an investigation of key features of Athenian society in the time of Pericles, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of Athens, Attica and its neighbours (ACHAH308) †
 - significant sites: Athens, Piraeus (ACHAH308) †

Focus of study

- Social structure and political organisation, including:
 - concept of the *polis* †
 - structure of Athenian society: *pentakosiomedimnoi*, *hippeis*, *zeugitai*, *thetes* †
 - role of the military: *stratego*, *hippeis*, *hoplites*, *thetes* †
 - roles and status of women (ACHAH317) †
 - roles of metics and slaves (ACHAH317) †
 - structure and features of Athenian democracy: *ekklesia*, *boule*, *strategia*, *heliaea* (ACHAH202, ACHAH315) †
- The economy, including:
 - importance of the Agora and the Piraeus (ACHAH316) †
 - impact of empire: tribute, maintenance of fleet, building program (ACHAH315) †
 - economic exchange: trade, tribute, shipping, silver mining, coinage *
 - occupations and industries: pottery, stone masonry, metalworking, shipbuilding †
- Religion, death and burial, including:
 - gods and goddesses (ACHAH318) †
 - beliefs, practices and organisations (ACHAH318) †
 - significant myths and legends: birth of Athena, Theseus, competition between Athena and Poseidon *
 - temples and sanctuaries: the Acropolis including the Parthenon and the Erechtheum (ACHAH318)
 - festivals: the Panathenaia, the Great Dionysia, the Thesmophoria (ACHAH318)
 - priests and priestesses (ACHAH318) †
 - funerary customs and rituals (ACHAH144) †
- Cultural and everyday life, including:
 - art: sculpture and painted vases †
 - architecture: the buildings of the Agora and Acropolis (ACHAH308) †
 - education †
 - leisure activities †
 - marriage customs †

Personalities in their Times

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students develop an understanding of ONE ancient personality in the context of their time, through a range of archaeological and written sources and relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

Students study key features of ONE of the following personalities:

- A. Egypt – Hatshepsut
- B. Egypt – Akhenaten
- C. The Near East – Sennacherib
- D. The Near East – Xerxes
- E. China – Qin Shihuangdi
- F. Greece – Pericles
- G. Greece – Alexander the Great
- H. Rome – Tiberius Gracchus
- I. Rome – Julius Caesar
- J. Rome – Agrippina the Younger.

The study selected must address the outcomes listed above.

Option A: Egypt – Hatshepsut

Content Focus

Students develop an understanding of Hatshepsut in the context of her time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Egypt and its neighbours ✦
 - an overview of the early Eighteenth Dynasty
 - an overview of the social, political, military and economic structures of the early New Kingdom period 🏛️ 🗿 🏺
 - relationship of the king to Amun (ACHAH163) 🏛️
 - an overview of religious beliefs and practices of the early New Kingdom period 🌐

Focus of study

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

Option B: Egypt – Akhenaten

Content Focus

Students develop an understanding of Akhenaten in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Egypt and its neighbours ✦
 - an overview of the Eighteenth Dynasty
 - an overview of the social, political, military and economic structures of the Eighteenth Dynasty 🌐 🗺️ ✦
 - role of Amun and Amun priesthood (ACHAH163) 🌐
 - roles of the king and relationship to the gods, including Amun (ACHAH163) 🗺️
 - an overview of religious beliefs, cults and practices of the Eighteenth Dynasty 🌐

Focus of study

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

Option C: The Near East – Sennacherib

Content Focus

Students develop an understanding of Sennacherib in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of the Assyrian Empire (ACHAH105) ✦
 - relations with neighbours 🌐 ✦
 - organisation of empire
 - Assyrian concept of kingship 🌐
 - an overview of the political, military, economic and social structure of the Assyrian Empire (ACHAH109) 🌐 🗺️ ✦
 - an overview of Assyrian and Babylonian religions (ACHAH141) 🌐

Focus of study

- Background and rise to prominence, including:
 - family background
 - education
 - early political and administrative career
- Key features and developments, including:
 - succession to kingship
 - military campaigns and defence of the empire 🏰
 - religious policies: promotion of Assur 🌐
 - imagery and representations of the king 📜
 - technological innovations: public works and building programs (ACHAH131, ACHAH133, ACHAH134) 🌐
 - foreign policy: relations with vassal states, Babylon, Elam and Lachish 🌐 ✦
 - organisation and administration of the empire
 - manner and impact of his death ⚙️
- Evaluation, including:
 - impact and influence on his time ⚙️ 🌐 🏰
 - assessment of his life and reign ⚙️ 🌐
 - legacy ⚙️ 🌐
 - ancient and modern images and interpretations of Sennacherib ⚙️ 📜
- ONE particular source or type of source (eg the Royal Inscriptions of Sennacherib; Nineveh) for Sennacherib, including:
 - the value and limitations of the source ⚙️ 🌐 📜
 - an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 📜

Option D: The Near East – Xerxes

Content Focus

Students develop an understanding of Xerxes in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of the Persian Empire (ACHAH105, ACHAH171) ↕
 - an overview of Persian political, social and military structures (ACHAH172) 🌐 🗺️ 🏰
 - expansion of the Persian Empire 🌐 🏰
 - an overview of religion in the Persian Empire (ACHAH172) 🌐
 - Persian concept of kingship 🌐

Focus of study

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

Option E: China – Qin Shihuangdi

Content Focus

Students develop an understanding of Qin Shihuangdi in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of China and its neighbours (ACHAH105) ✦
 - historical overview of the Warring States Period 🌐
 - an overview of social, political and legal structures of the state of Qin 🌐 🗳️ ✦
 - an overview of significant political and military developments 🌐

Focus of study

- Background and rise to prominence, including:
 - family background and status
 - succession to kingship of Qin
 - regency: relationship with Lu Buwei
 - early career: attempted coup of Lao Ai 🌐
- Key features and developments, including:
 - wars of conquest: campaigns against Han, Zhao, Wei, Chu, Yan and Li 🌐
 - role in the establishment of imperial power – reforms of standardisation, policies and titles
 - relationship with court officials – Li Si 🌐
 - organisation and administration of the empire: commanderies and counties, road system, royal tours 🌐 🗳️ ✦
 - building program: Xi'an, provincial and defensive projects (ACHAH122)
 - impact of personality on his career
 - assassination attempts
 - search for immortality and construction of the emperor's tomb (ACHAH143, ACHAH144)
 - manner and impact of his death
- Evaluation, including:
 - impact and influence on his time 🗳️ 🌐 🗳️
 - assessment of his life and career 🗳️ 🌐
 - legacy 🗳️ 🌐
 - ancient and modern interpretations of Qin Shihuangdi 🗳️ 📖 🗳️
- ONE particular source or type of source (eg Tomb of the First Emperor; Sima Qian, *Shiji* Book VI) for Qin Shihuangdi, including:
 - the value and limitations of the source 🗳️ 🌐 🗳️
 - an evaluation of the source in the context of other available sources, including problems of evidence 🗳️ 🌐 🗳️

Option F: Greece – Pericles

Content Focus

Students develop an understanding of Pericles in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Athens, Attica and the Athenian Empire ✦
 - an overview of the development of Athenian democracy (ACHAH315) 🗝
 - an overview of Athenian social, religious and economic structures 🌐 ✦

Focus of study

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

Option G: Greece – Alexander the Great

Content Focus

Students develop an understanding of Alexander the Great in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Macedon ✨
 - Macedon's relationship to the Greek world 🌐 ✨
 - an overview of Macedonian political and social structures 🌐 🗳️ ✨
 - impact of Philip II's military reforms ✨ 🌐

Focus of study

- Background and rise to prominence, including:
 - family background (ACHAH064)
 - education, early career and ambitions (ACHAH064)
 - problems with the succession (ACHAH064) ✨
- Key features and developments, including:
 - impact of the assassination of Philip II ✨ 🗳️ 🌐
 - consolidation of Macedonian control of Greek mainland ✨ 🗳️ 🌐
 - generalship and military campaigns: Issus, Granicus, Gaugamela, Hydaspes 🌐
 - organisation and administration of the empire, foundation of cities, marriages 🌐
 - impact of personality on career ✨ 🌐 ✨
 - relationship with army and generals: Parmenio, Cleitus, Hephastion (ACHAH066)
 - relationships with Macedonians, Greeks and non-Greeks (ACHAH066) 🌐 ✨
 - manner and impact of his death
- Evaluation, including:
 - impact and influence on his time ✨ 🌐 🗳️
 - assessment of his life and reign (ACHAH066) ✨ 🌐
 - legacy ✨ 🌐
 - ancient and modern images and interpretations of Alexander (ACHAH065, ACHAH066, ACHAH067) ✨ 🗳️ 🗳️
- ONE particular source or type of source (eg Arrian – Book IV; coinage) for Alexander the Great, including:
 - the value and limitations of the source ✨ 🌐 🗳️
 - an evaluation of the source in the context of other available sources, including problems of evidence (ACHAH068) ✨ 🌐 🗳️

Option H: Rome – Tiberius Gracchus

Content Focus

Students develop an understanding of Tiberius Gracchus in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Rome and provinces (ACHAH203) ✦
 - an overview of significant political, military economic and social developments (ACHAH204) 🌐 🗺️ 🏛️

Focus of study

- Background and rise to prominence, including:
 - family background and position
 - education
 - early career
- Key features and developments, including:
 - tribunate: 133 BC (ACHAH204) 🌐 🏛️
 - *lex agraria*: impact on Rome and Italy, his motives and methods (ACHAH205) 🌐
 - relationship with Senate and plebeians
 - other reforms: foreign affairs, finances 🌐
 - political supporters: Appius Claudius, P. Scaevola, Crassus Mucianus, G. Gracchus ✦ 🌐 🗺️
 - political opponents: Octavius, Scipio Nasica, Scipio Aemilianus ✦ 🌐 🗺️
 - assassination: motives, manner and impact of his death ✦ ⚖️
- Evaluation, including:
 - impact and influence on his time ✦ 🌐 🏛️
 - assessment of his life and career ✦ 🌐
 - legacy ✦ 🌐
 - ancient and modern images and interpretations of Tiberius Gracchus ✦ 📖 🗺️
- ONE particular source or type of source (eg Plutarch, 'Life of Tiberius Gracchus'; coinage) for Tiberius Gracchus, including:
 - the value and limitations of the source ✦ 🌐 🗺️
 - an evaluation of the source in the context of other available sources, including problems of evidence ✦ 🌐 🗺️

Option I: Rome – Julius Caesar

Content Focus

Students develop an understanding of Julius Caesar in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Rome and provinces (ACHAH214) ✦
 - an overview of Roman political and social structures (ACHAH215) 🌐 🗺️ 🏛️
 - an overview of significant political and military developments (ACHAH215) 🌐

Focus of study

- Background and rise to prominence, including:
 - family background and position (ACHAH239)
 - education, early life and ambitions (ACHAH240, ACHAH241)
 - paths to power: priesthoods, Marian connections, political alliances and marriages (ACHAH240) 🌐
 - early political career to 60 BC (ACHAH240)
- Key features and developments, including:
 - role in First Triumvirate (ACHAH216, ACHAH246) 🌐 🏛️
 - Gallic Wars: campaigns and tactics, siege of Alesia (ACHAH217, ACHAH246) 🌐
 - relationship with his army (ACHAH245)
 - relationship with the Senate (ACHAH245)
 - role in the Civil War 🏛️
 - political supporters and enemies
 - personal relationships: Julia, Cleopatra VII, Brutus, Mark Antony, Cicero (ACHAH245)
 - impact of personality on career, the significance of his writings ✦ 🌐 🗺️
 - dictatorship: policies and reforms (ACHAH219) ✦ 🏛️
 - assassination: motives, manner and impact of his death (ACHAH219, ACHAH247) ✦ 🏛️
- Evaluation, including:
 - impact and influence on his time (ACHAH249) ✦ 🌐 🏛️
 - assessment of his life and career (ACHAH248) ✦ 🌐
 - legacy (ACHAH250) ✦ 🌐
 - ancient and modern images and interpretations of Julius Caesar (ACHAH251, ACHAH252, ACHAH253) ✦ 🖼️ 🗺️
- ONE particular source or type of source (eg Plutarch, 'Life of Caesar'; statuary) for Julius Caesar, including:
 - the value and limitations of the source ✦ 🌐 🗺️
 - an evaluation of the source in the context of other available sources, including problems of evidence ✦ 🌐 🗺️

Option J: Rome – Agrippina the Younger

Content Focus

Students develop an understanding of Agrippina the Younger in the context of her time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of Rome and the Roman Empire 🌐 ↕
 - an overview of Roman social and political structures, the principate 🌐 🗡️ 🏛️
 - role of imperial women in Roman society 🌐 🗡️

Focus of study

- Background and rise to prominence, including:
 - family background and status
 - early life, ambitions and marriages
- Key features and developments, including:
 - basis of her power and influence, patronage 🌐
 - role during the reign of Gaius (Caligula), including exile 🌐 🏛️
 - role during the reign of Claudius (ACHAH355) 🌐 🏛️
 - role and changing relationship with Nero during his reign (ACHAH356) 🌐 🏛️
 - relationships with other members of the imperial court: Seneca, Burrus and imperial freedmen
 - impact of her personality on her role and public image (ACHAH355) 🗡️ 🌐 🏛️
 - attempts on her life 🌐
 - death: motives, manner and impact of death 🌐
- Evaluation, including:
 - impact and influence on her time 🗡️ 🌐 🏛️
 - assessment of her life and career 🗡️ 🌐
 - legacy 🗡️ 🌐
 - ancient and modern images and interpretations of Agrippina the Younger (ACHAH363) 🗡️ 🌐 📺
- ONE particular source or type of source (eg Tacitus – selected excerpts; coinage) for Agrippina the Younger, including:
 - the value and limitations of the source 🗡️ 🌐 🗡️
 - an evaluation of the source in the context of other available sources, including problems of evidence 🗡️ 🌐 🗡️

Historical Periods

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

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

The Historical concepts and skills content is to be integrated as appropriate.

Students study key features of ONE of the following historical periods:

- A. New Kingdom Egypt to the Death of Thutmose IV
- B. New Kingdom Egypt – Amenhotep III to the Death of Ramesses II
- C. The Ancient Levant – First Temple Period c. 970–586 BC
- D. Persia – Cyrus II to the Death of Darius III
- E. Imperial China – The Qin and Han 247–87 BC
- F. The Greek World 500–440 BC
- G. 4th–Century Greece to the Death of Philip II
- H. The fall of the Roman Republic 78–31 BC
- I. The Augustan Age 44 BC–AD 14
- J. The Julio-Claudians AD 14–69.

The study selected must address the outcomes listed above.

Option A: New Kingdom Egypt to the Death of Thutmose IV

Content Focus

Through an investigation of the archaeological and written sources for New Kingdom Egypt to the death of Thutmose IV, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- the chronological and geographical context of Egypt in the Near East, key powers in the region and the nature of contact with other societies (ACHAH160) 🌐

Focus of study

- Internal developments, including:
 - impact of the Hyksos: political, economic, technological 🌐
 - establishment of the Eighteenth Dynasty: wars against the Hyksos, reunification of Upper and Lower Egypt
 - role of queens: Tetisheri, Ahhotep II, Ahmose-Nefertari (ACHAH163) 🌐
 - development and importance of the cult of Amun (ACHAH163, ACHAH276) 🏛️ 🌐
 - political and religious significance of building programs (ACHAH164) 🏛️ 🌐
 - role and contribution of: Ahmose, Amenhotep I, Thutmose I, Hatshepsut, Thutmose III, Amenhotep II, Thutmose IV 🏛️ 🏛️ 🌐
 - role and contribution of prominent officials within Egypt and the ‘empire’ 🏛️ 🏛️ 🌐
- Expansion of Egypt’s boundaries, including:
 - development and role of the army (ACHAH166) 🌐
 - relations with Nubia, Syria–Palestine, Mitanni (ACHAH170, ACHAH270) 🏛️
 - establishment of ‘empire’: military campaigns in Nubia, Syria–Palestine (ACHAH291) 🏛️
 - image of the ‘warrior pharaoh’ (ACHAH165) 🏛️ 🏛️ 🌐
 - administration of the ‘empire’: Nubia and Syria–Palestine 🌐
 - nature of Egyptian imperialism (ACHAH167) 🏛️ 🌐
 - maintenance of the ‘empire’: Amenhotep II, Thutmose IV 🌐

Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II

Content Focus

Through an investigation of the archaeological and written sources for New Kingdom Egypt – Amenhotep III to the death of Ramesses II, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Internal developments, including:
 - reign of Amenhotep III
 - the Amarna ‘revolution’: religion, kingship, Akhetaten (Tel el-Amarna) (ACHAH293)
 - failure of the Amarna ‘revolution’ (ACHAH295) ⚙️
 - post-Amarna reforms: restoration of Amun and other gods (ACHAH298)
 - political and religious significance of building programs 🌐
 - establishment and significance of the Nineteenth Dynasty to the death of Ramesses II
 - role and contribution of rulers: Amenhotep III, Akhenaten, Tutankhamun, Horemheb, Seti I, Ramesses II (ACHAH296) 🌐
 - changing role and contribution of queens: Tiye, Nefertiti, Ankhesenamun, Nefertari ⚙️ 🌐
 - role and contribution of prominent Egyptian officials within Egypt and the empire ⚙️ 🏛️ 🌐
 - Foreign relations, including:
 - maintenance and administration of the ‘empire’: Nubia and Syria–Palestine (ACHAH300) 🌐
 - relationship with vassal rulers: Rib-Addi of Byblos, Aziru of Amurru (ACHAH297) 🏛️
 - image of the ‘Warrior Pharaoh’ (ACHAH300) ⚙️ 🏛️ 🌐
 - changing relations with foreign powers: Mitanni, Hittites (ACHAH297) 🌐
 - Ramesside imperialism: the wars of Seti I and Ramesses II (ACHAH300)
 - Battle of Kadesh: background, course and consequences (ACHAH044) ⚙️ 🌐
 - Egyptian–Hittite Peace Treaty, diplomatic marriage, trade and cultural exchange (ACHAH299)
- ✳️ ✳️

Option C: The Ancient Levant – First Temple Period c. 970–586 BC

Content Focus

Through an investigation of the archaeological and written sources for the Ancient Levant during the First Temple period c. 970–586 BC, with a focus on Israel and Judah, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

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

Option D: Persia – Cyrus II to the Death of Darius III

Content Focus

Through an investigation of the archaeological and written sources for Persia from Cyrus II to the death of Darius III, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

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

Option E: Imperial China – The Qin and Han 247–87 BC

Content Focus

Through an investigation of the archaeological and written sources for the Qin and Han dynasties, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- the chronological and geographical context of China in the East, key powers in the region and the nature of contact with other societies (ACHAH104, ACHAH105) 🌐 🌐

Focus of study

- Establishment of Qin power, including:
 - reasons for the success of the Qin: unification of the Warring States 🌐 🌐
 - creation of the position of emperor: nature and basis of power (ACHAH109, ACHAH110) 🌐 🌐
 - reforms of the Qin: political, cultural and legal 🌐 🌐 🌐 🌐
 - role and contribution of Li Si 🌐
 - problems of succession and decline of imperial power 🌐 🌐 🌐
- Fall of the Qin and establishment of the Han, including:
 - reasons for the fall of the Qin: unification of the Warring States 🌐 🌐 🌐
 - establishment of the Han: role and contribution of emperors from Gaozu to Jingdi 🌐
 - nature and role of Confucianism in the Han government 🌐
 - role of empress dowagers: Empress Lu Zhi, Empress Dou 🌐
 - reign of Emperor Wudi: political and cultural reforms 🌐 🌐 🌐
- The empire, including:
 - expansion of the empire: relations with neighbouring tribes, conquests and expeditions, wars against the Xiongnu 🌐 🌐 🌐
 - management and maintenance of the empire: changing role of government officials and local elite, suppression of revolts, Rebellion of the Seven States 🌐 🌐 🌐
 - administration of the empire: provincial building programs, organisation of provinces, taxation, trade monopolies, communication, coinage 🌐 🌐 🌐

Option F: The Greek World 500–440 BC

Content Focus

Through an investigation of the archaeological and written sources for the Greek world 500–440 BC, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

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

Option G: 4th–Century Greece to the Death of Philip II

Content Focus

Through an investigation of the archaeological and written sources for 4th–century Greece to the death of Philip II, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Significant developments 404–362 BC, including:
 - nature and impact of the Spartan hegemony, role and significance of Lysander, Agesilaus, the Corinthian War ⚙️🌐
 - Persian intervention, significance of the ‘King’s Peace’
 - Second Athenian Confederacy
 - changes in Greek warfare
 - nature and impact of the Theban hegemony, role of Epaminondas, Pelopidas 🌐🏛️
- Greece and the rise of Macedon, including:
 - consequences of Battle of Mantinea ⚙️🌐
 - key political, economic and social features of the Macedonian kingdom 🏰⚙️🌐
 - nature of Macedonian kingship, accession of Philip II 🌐
 - Philip’s reforms of the Macedonian army
 - Macedonian expansion into Greece: diplomacy and war (ACHAH064)
 - Battle of Chaeronea: background, course and consequences
 - opposition to Philip II: Demosthenes
 - assassination of Philip II: motives and manner of his death ⚙️🌐

Option H: The Fall of the Roman Republic 78–31 BC

Content Focus

Through an investigation of the archaeological and written sources for the fall of the Roman Republic 78–31 BC, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

- Political developments in the late Republic, including:
 - legacy of Sulla ✨ 🌐
 - Pompey: significance of military and political career ✨ 🌐
 - significance of the consulship of Pompey and Crassus in 70 BC ✨ 🌐
 - role and significance of Cicero ✨ 🌐
 - First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus (ACHAH218) ✨ 🌐
 - activities and breakdown of the First Triumvirate
 - political crises: role of the Senate, use of the army for political purposes, urban violence (ACHAH224) ✨ 🏛️ 🌐
 - role of *optimates*, *populares* (ACHAH216)
 - Caesar and Pompey: political competition and responsibility for outbreak of the Civil War 49–45 BC
 - significance of Caesar's dictatorship ✨ 🌐
- Wars and expansion, including:
 - Pompey's extraordinary commands and the Eastern Settlement (ACHAH211) 🌐
 - Caesar's military activities in Gaul, Germany and Britain
 - significance of the Mithridatic and Parthian wars ✨ 🌐
- Fall of the Republic, including:
 - impact of Caesar's assassination ✨ 🌐
 - formation, activities and breakdown of the Second Triumvirate (ACHAH220) 🌐
 - rivalry and Civil War between Mark Antony and Octavian: role of Cleopatra VII, Battle of Actium (ACHAH221) ✨ 🌐

Option I: The Augustan Age 44 BC–AD 14

Content Focus

Through an investigation of the archaeological and written sources for the Augustan Age 44 BC–AD 14, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

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

Option J: The Julio-Claudians AD 14–69

Content Focus

Through an investigation of the archaeological and written sources for Rome in the time of the Julio-Claudians AD 14–69, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

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

Focus of study

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

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups each associated with a particular Country or territory. Torres Strait Islander Peoples whose island territories to the north-east of Australia were annexed by Queensland in 1879 are also Indigenous Australians and are represented by five cultural groups.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live.
Aboriginal Cultural Protocols	<p>Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.</p>
Ancient	<p>As defined in the NSW <i>Ancient History Stage 6 Syllabus</i>, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).</p>
ANZAC	<p>The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.</p>
causation	<p>A process that includes a range of possible reasons for an historical event, situation or development.</p>
chronology	<p>A chronology places events and dates in order in time.</p>
colonisation	<p>In Modern History – a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised, and may involve dispossession of land.</p> <p>In Ancient History – a process by which ancient societies establish settlements in other lands and establish trading connections.</p>
concepts	<p>The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented.</p>

Glossary term	Definition
contestability	Contestability involves examining how interpretations and representations of the past differ, for example as a result of using differing evidence or resulting from different perspectives.
continuity and change	Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a 'process'.
dispossession	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
evidence	The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry.
heritage	Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment.
historical authentication	A process of verifying the origins of an artefact or object and establishing it as genuine.
historical inquiry	The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.
historiography	The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time.
ideology	A framework of beliefs that guides actions, for example fascism and communism.
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
Indigenous peoples	This term is used when referring collectively to the first peoples of a land in international communities.
interpretation	A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.
Modern	As defined in the NSW <i>Modern History Stage 6 Syllabus</i> , the period of time in the modern world generally between 1750 and the present.

Glossary term	Definition
perspective	A point of view from which historical events, problems and issues can be analysed, for example the perspective of an individual or group in the past. This may involve empathetic understanding – the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
reconstruction	A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites.
reliability	Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable or unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective.
representation	A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians.
significance	The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.
source	Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.
terms	A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy or republic; and more specific features such as trench warfare, or a dictator, gladiator or vizier.
<i>terra nullius</i>	A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'.