

B O A R D O F S T U D I E S
NEW SOUTH WALES

Ancient History

Stage 6

Syllabus

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1 Background

The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

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

2 Rationale

The study of history is an inquiry into past experience that helps make the present more intelligible. A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Ancient History Stage 6 has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past. Because the amount of surviving evidence is relatively small, students are able to consider it in its entirety and thus weigh their own interpretations alongside those found in published secondary works, while noting how to deal with gaps in the evidence. In addition, it introduces students to scientific methods used in the historian's investigation of archaeological evidence.

Students study ancient history because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to question critically and interpret written and archaeological sources for the evidence they provide about the ancient world.

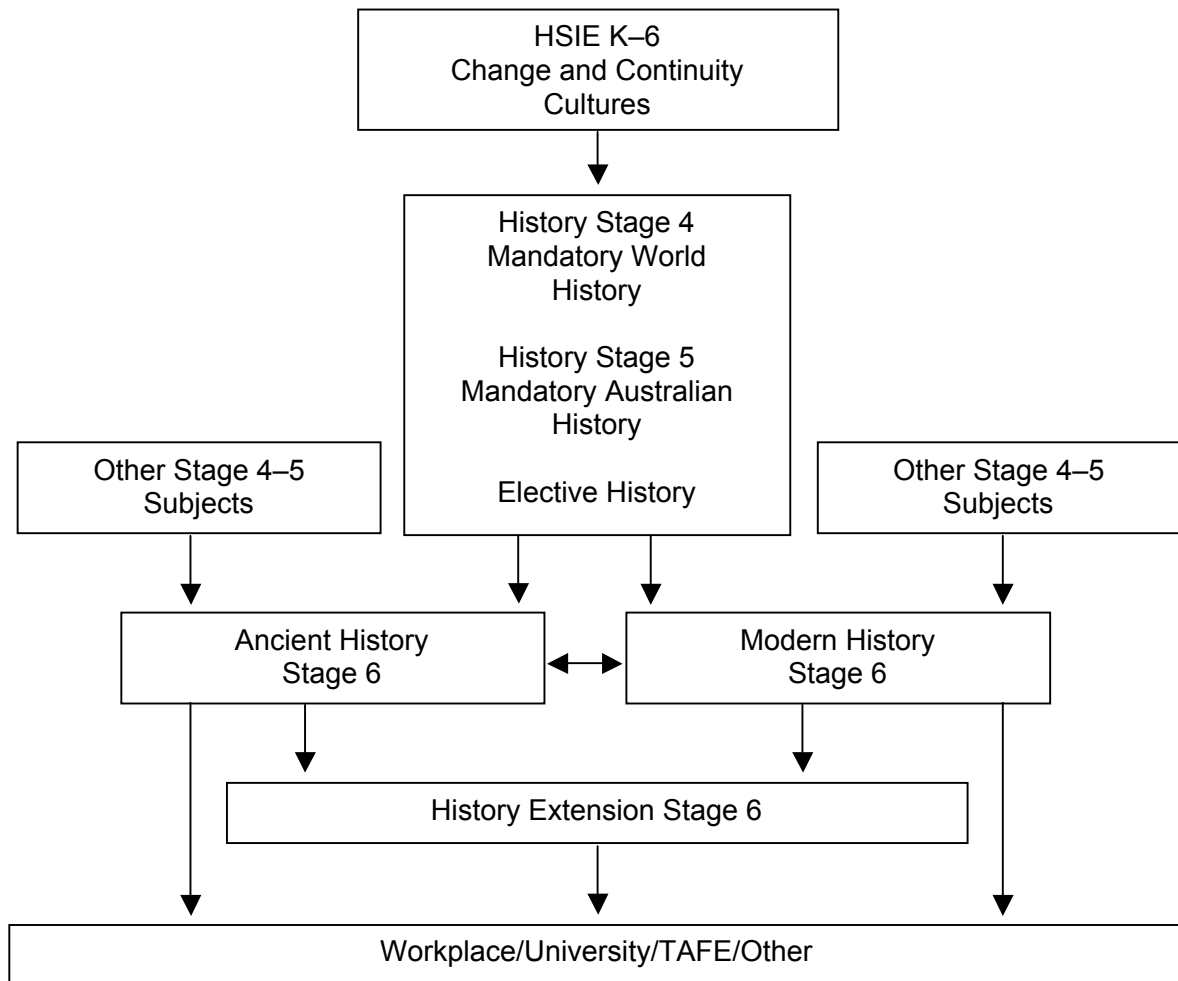
Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and the factors affecting change and continuity in human affairs.

A study of ancient history contributes to students' education, introducing them to a wide range of religious beliefs and customs, ideologies and other cultures. This broad knowledge encourages them to develop an appreciation and understanding of different views and makes them aware of how these views contribute to individual and group actions.

The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

The skills, knowledge and understanding that students acquire through studying Ancient History Stage 6 make it a good introduction to the world of work and informed citizenship. This is because Ancient History Stage 6 teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.

3 Continuum of Learning



Stage 4 History (Mandatory) students are required to undertake an introductory unit *Investigating History* which explores the purpose and nature of history and the process used by historians to investigate and record the past. It also examines issues of heritage and conservation in relation to a study of the past. In Stage 4, all students are required to study at least one ancient society.

Stage 5 History (Mandatory) focuses on twentieth-century Australian history. Students continue to develop the skills of historical inquiry through this study. An understanding of the Stages 4–5 (Mandatory) material is assumed knowledge for Ancient History students in Stage 6.

4 Aim

The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for ancient history; and to prepare for informed and active citizenship in the contemporary world.

5 Objectives

Through the study of Ancient History Stage 6 students will develop:

knowledge and understanding about:

- 1 people, places, societies and events in the context of their times
- 2 change and continuity over time

skills to:

- 3 undertake the process of historical inquiry
- 4 communicate an understanding of history

values and attitudes about:

- 5 the diversity and complexity of ancient societies
- 6 the influence of the ancient past on the present and the future
- 7 the value of Ancient History for personal growth and lifelong learning
- 8 the conservation of the past.

6 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

7 Course Structure

Preliminary Course (120 indicative hours)

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

Students are required to study Parts I, II and III of the course.

Part I: Introduction

- (a) Investigating the Past: History, Archaeology and Science
- (b) Case Studies

At least **ONE** case study should be undertaken.

A range of possible case studies is provided in Section 9, page 19.

Part II: Studies of Ancient Societies, Sites and Sources

At least **ONE** study of ancient societies, sites and sources should be undertaken.

A range of possible studies is provided in Section 9, page 23.

Part III: Historical Investigation

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Further detail on the investigation is provided on page 30.

Choices of studies in Parts I, II and III, other than those offered here, must be chosen from different civilisations.

HSC Course (120 indicative hours)

The course comprises a study of:

Part I:	Core: Cities of Vesuvius – Pompeii and Herculaneum	25%
Part II:	ONE Ancient Society	25%
Part III:	ONE Personality in Their Time	25%
Part IV:	ONE Historical Period	25%

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

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

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

Preliminary Course (120 indicative hours)	HSC Course (120 indicative hours)
<p>Part I: Introduction (a) Investigating the Past: History, Archaeology and Science: (b) Case Studies</p> <p>At least ONE case study should be undertaken. A range of possible case studies is provided in Section 9, page 19.</p> <p>Part II: Ancient Societies, Sites and Sources</p> <p>At least ONE study of ancient societies, sites and sources should be undertaken. A range of possible studies is provided in Section 9, page 23.</p> <p>Part III: Historical Investigation</p> <p>The historical investigation can be integrated into any aspect of the Preliminary course. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</p>	<p>Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25%</p> <p>Part II: Ancient Societies 25% One ancient society is to be studied.</p> <p>Part III: Personalities in Their Times 25% One personality is to be studied.</p> <p>Part IV: Historical Periods 25% One historical period is to be studied.</p> <p>The HSC course requires study from at least TWO of the following areas:</p> <ul style="list-style-type: none"> • Egypt • Near East • Greece • Rome <p>Note: The core study, <i>Cities of Vesuvius: Pompeii and Herculaneum</i>, is a Roman study</p>

8 Objectives and Outcomes

8.1 Objectives and Outcomes

Objectives A student develops knowledge and understanding about:	Preliminary Course Outcomes A student develops the skills to:	HSC Course Outcomes A student develops the skills to:
1 people, places, societies and events in the context of their times	P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context	H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
2 change and continuity over time	P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world	H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
3 the process of historical inquiry	P3.1 locate, select and organise relevant information from a variety of sources P3.2 identify relevant problems of sources in reconstructing the past P3.3 comprehend sources and analyse them for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 discuss issues relating to ownership and custodianship of the past P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	H3.1 locate, select and organise relevant information from a variety of sources H3.2 discuss relevant problems of sources for reconstructing the past H3.3 analyse and evaluate sources for their usefulness and reliability H3.4 explain and evaluate differing perspectives and interpretations of the past H3.5 analyse issues relating to ownership and custodianship of the past H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
4 communicating an understanding of history	P4.1 use historical terms and concepts appropriately P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	H4.1 use historical terms and concepts appropriately H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Values and Attitudes

Values and attitudes are inherent in the subject matter of Ancient History and the skills that are developed. They result from learning experiences and reflection.

Students need to develop values and attitudes that promote an informed and just society.

Objectives A student develops values and attitudes about:	A student:
5 the diversity and complexity of ancient societies	<ul style="list-style-type: none"> • values the complexity and variety of human experiences as reflected in the history of the ancient world • respects different viewpoints, ways of living, belief systems and languages
6 the influence of the ancient past on the present and the future	<ul style="list-style-type: none"> • appreciates the ways the past can inform the present and the future • appreciates the impact of the ancient world on current lifestyles, issues, beliefs and institutions • develops tolerant and informed attitudes about the contemporary world • is able to participate in society in an informed way as an individual or as a member of groups
7 the value of Ancient History for personal growth and lifelong learning	<ul style="list-style-type: none"> • develops an interest in history for lifelong learning • enriches personal experiences in response to travel and leisure activities
8 the conservation of the past	<ul style="list-style-type: none"> • develops a sense of responsibility to conserve the past

8.2 Key Competencies

Ancient History provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Ancient History Stage 6 Syllabus* to enhance student learning.

The key competencies of ***collecting, analysing and organising information*** and ***communicating ideas and information*** reflect core processes of historical inquiry and are explicit in the objectives and outcomes of the syllabus.

The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy in the following ways:

- students work as individuals and as members of groups to conduct historical investigations, and through this, the key competencies ***planning and organising activities*** and ***working with others and in teams*** are developed
- when students construct timelines or analyse statistical evidence, they are developing the key competency ***using mathematical ideas and techniques***
- during investigations, students will need to use appropriate information technologies and so develop the key competency ***using technology***
- finally, the exploration of issues and investigation of the nature of historical problems contribute toward students' development of the key competency ***solving problems***.

9 Content: Preliminary Course

9.1 Overview of the Content

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

The course comprises the following parts:

Part I: Introduction

- (a) Investigating the Past: History, Archaeology and Science
- (b) Case Studies

At least **ONE** case study should be undertaken. The case study could be drawn from non-Mediterranean areas such as Asia, Central and South America.

Case studies are inquiry-based investigations into past societies, events, places, people and institutions. They are oriented towards the problems and issues of investigating the past. Case studies in the Preliminary course are intended to provide students with opportunities to:

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

Case studies provide a historical context within which students can learn about the methods used by historians, archaeologists and scholars to investigate the past and develop key understandings and competencies that underpin subsequent studies across Stage 6.

Part II: Ancient Societies, Sites and Sources

At least **ONE** study of ancient societies, sites and sources must be undertaken. The study should be drawn from a different civilisation from that of the case study and could include non-Mediterranean examples such as Asia, Central and South America.

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

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

Part III: Historical Investigation

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

Choices of studies in Parts I, II and III, other than those offered here, must be chosen from different civilisations. Teachers may develop their own studies. The studies must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

9.2 Part I: Introduction

(a) Investigating the Past: History, Archaeology and Science

(b) Case Studies

Outcomes

Students:

- P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- P3.1 locate, select and organise relevant information from a variety of sources
- P3.2 identify relevant problems of sources in reconstructing the past
- P3.3 comprehend sources and analyse them for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 discuss issues relating to ownership and custodianship of the past
- P3.6 plan and present the findings of historical investigations analysing and synthesising information from a range of sources.

Students learn to:

- comprehend and analyse a range of written and archaeological sources in reconstructing the past
- describe and assess different methods used by historians, archaeologists and other specialists to understand the contributions of key people, groups, events, institutions, societies, written sources and sites of the past
- ask appropriate historical questions and test hypotheses about the nature of the sources, their reliability and usefulness and the problems posed by sources in reconstructing the past
- use historical terms and concepts in appropriate historical contexts
- discuss issues relating to ownership and custodianship of the past
- discuss the ethical issues related to the excavation, presentation and reconstruction of historical sites, human remains and cultural property
- evaluate differing perspectives and interpretations of the past
- describe and explain the contributions of science and other disciplines to the dating of evidence and the provision of information about the past
- describe and discuss the changing nature and uses of archaeology and related disciplines
- present the findings of historical investigations, and analyse and synthesise information from a range of sources.

(a) Investigating the Past: History, Archaeology and Science

Principal Focus: By drawing on a range of archaeological and written sources students learn about:

- the methods used by historians and archaeologists to investigate the past
- the nature and role of sources and evidence in reconstructing the past
- ethical issues related to the discipline
- the role of science in unlocking the past.

Students learn about:

1 Methods of investigating the historical past

- roles of history and archaeology in investigating the past; complementary nature of both disciplines
- the unique methodologies of the historian and archaeologist; the contribution of written and material remains in providing evidence of the past

2 The nature of sources and evidence

- archaeological and written sources; how evidence is lost, preserved and rediscovered
- the nature of evidence provided by written and archaeological sources, complementary and contradictory
- asking questions of archaeological and written sources
- determining the reliability of archaeological and written sources
- historiographical issues raised by archaeological and written sources

3 Reconstructing the past: the role of sources and evidence

- reconstructing the past using archaeological and written sources; analysis of sources for use as evidence; recognising the provisional nature of the evidence
- testing hypotheses using types of sources; complementary and contradictory evidence; determining authenticity, reliability and usefulness of sources
- forensic techniques used to bring together a coherent picture of a person, group, event and site; problems of authenticity – fakes and forgeries
- history of archaeology – changing purposes, excavations and recording techniques
- archaeological conservation and preservation – preservation techniques, the role of science and disputation over ‘reconstruction of historic sites’
- problems associated with reconstructing the past through archaeological evidence – ancient customs and religious beliefs
- different interpretations of the past
- influence of different perspectives on interpretations of the past
- significance of selectivity, emphasis and omission for the interpretation of the past

4 Current concerns relating to the ethics of the discipline

- Who owns the past? Who should administer the past? Who presents the past?
- human remains – ethical issues involved in their analysis and uses
- cultural property – ownership and custodianship

5 The role of science in unlocking the past

- contributions of science and other disciplines to the analysis and reconstruction of the past:
 - biology
 - medicine
 - physics
 - geography
 - geology
 - chemistry
 - computer science
 - mathematics
 - sociology
 - anthropology
 - cartography
 - epigraphy
 - numismatics
 - vulcanology
 - papyrology
 - dating of evidence

(b) Case Studies

Principal Focus: Through case studies, students explore the various ways historians and archaeologists investigate, record and construct the past, the types of questions they ask about the past, the issues they raise and the explanations they give. Students are expected to question, analyse and interpret archaeological and written sources, generate hypotheses and weigh up contemporary theories and explanations on the basis of the available evidence.

The following are provided as possible case studies.

- 1 Ancient human remains
- 2 The entombed warriors from Xian
- 3 Ur
- 4 Masada
- 5 Etruscan tombs
- 6 Homer and the Trojan War
- 7 Boudicca: resistance to Roman rule in Britain
- 8 Tutankhamun's tomb

Teachers may wish to develop their own case studies such as the following:

- Aboriginal archaeological sites
- Ancient marine archaeology
- Jericho
- Babylonia
- Traditions of early Rome
- Aztec cities
- Mayan cities
- Angkor complex
- Indian cave temples

Suggested case studies are outlined on the following pages. Teachers may choose from these case studies or develop their own.

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

Case Study 1: Ancient human remains

Students learn about:

- Lindow Man, Grauballe Man, Windeby Girl, Tollund Man – places of discovery, dating of finds
- events surrounding discovery of the bodies: preservation of the bodies in the peat bogs, possible causes of death, various hypotheses based on forensic evidence and other sources
- reconstructing the lifestyle of these individuals: physical appearance, clothing, evidence of the environment; possible cause of death; associated rituals
- comparison with other finds of a similar nature: Ice Man, mummified Scythians, Inuit boy, Peruvian mummies, Egyptian examples
- religious beliefs and customs associated with burial practices of this nature
- role of science and written sources in reconstructing the past.

Case Study 2: Entombed warriors from Xian

Students learn about:

- King Zheng of Qin (259 – 210 BC), and the unification of China; King Zheng becomes Qin Shi Huangdi, the First Emperor of China
- mausoleum of the first Emperor of China, Mount Lishan, Xian: discovery of burial vaults, terracotta warriors and horses, excavation and history of the tomb, the extent of finds
- construction and structure of the burial vaults of the terracotta warriors: method of concealment, location and purpose
- Terracotta Warriors: nature of warfare, armour, weapons, features and status of foot soldiers, officers and cavalrymen, extent of the finds
- manufacture of the Terracotta Warriors
- metallurgy and military science: nature of warfare, armour, weapons – technology and knowledge of metals
- the mausoleum as a world heritage site: presentation of Terracotta Warriors, recent finds.

Case Study 3: Ur

Students learn about:

- excavation by Sir Leonard Woolley
- architecture of Ur in the Sumerian early dynastic period: the ziggurat, streets of houses, use of mud bricks, wide staircases, large city walls
- formal art: ‘The Standard of Ur’, ‘Ram in the Thicket’, and cylinder seals
- writing
- administration and government of Ur: law codes of Ur-Nammu and Lipit-Ishtar
- artefacts: use of lapis lazuli, copper and pottery, carved stone bowls from Tepe Yahaya
- religion: role of ziggurat, animal sacrifices and other offerings – Moon God: Nannar; other deities
- burial customs and graves: ‘Royal Tombs’
- administration and government of Ur: development of pictogram and cuneiform writing; the decipherment of texts by Sir Henry Rawlinson and George Grotefend.

Case Study 4: Masada

Students learn about:

- location and geographical features of Masada
- overview of the Roman control of Judaea and the organisation of a Roman province
- overview of the problems between the Jews and the Romans: concept of client kings/states, religious beliefs, policies of Roman emperors leading to the First Jewish War or First Roman War with particular focus on Vespasian and Titus
- role of *Sicarii* (Jewish rebels), occupation of Masada: the people at Masada
- account of Josephus, *The Jewish War*
- archaeological evidence/site of Masada: work of Yigael Yadin, concept of ‘patriotic’ archaeology
- military campaign: role of Flavius Silva
- organisation of the Roman army, the Roman camp
- Roman siege weapons: Eleazar bin Yair – leadership and strategy
- archaeological site of the Roman camp
- end of Masada AD 73 – 74 and the aftermath.
-

Case Study 5: Etruscan tombs

Students learn about:

- Etruscan culture – Villanova, Tarquinia, Cerveteri, Vulci, Chiusi
- theories on origins: Herodotus, Dionysius of Halicarnassus, modern views
- examination and exploration of sites in the nineteenth and twentieth centuries
- architecture and contents of the tombs – pottery, bronzes, paintings, terracottas, sculptures
- burial practices
- Etruscan religion
- Etruscan language – alphabet and issues of decipherment
- question of Greek influences on Etruscan culture
- influence of Etruscans on Roman society.

Case Study 6: Homer and the Trojan War

Students learn about:

- overview of the Bronze Age world: major cultures and sites, social, economic, political structures
- Trojan legends: Greek gods, Homer and the Epic Cycle, ancient and modern views before Schliemann
- discovery and excavation of Troy: Calvert, Schliemann, Dorpfeld, Blegen, Korfman
- Schliemann’s excavation at Mycenae
- role of written evidence: Linear B – tablets from Pylos, Homer’s *Iliad*, Euripides’ *Women of Troy*, Hittite diplomatic archive
- role and status of women: treatment of Helen, fate of Trojan and Greek women, goddesses
- function of myth: Greek values, Greek religion, fantasy or history
- major issues: evidence of Trojan War, Homer’s *Iliad*, Schliemann – father of archaeology or fraud, the legacy of the Trojan War for classical Greek society, poetry as an historical source.

Case Study 7: Boudicca: resistance to Roman rule

Students learn about:

- overview of the Roman conquest of Britain
- organisation of Roman Britain: role of governor, role of veterans in the towns of Camulodunum, Verulamium, Londinium, imperial cult at Camulodunum, concept of Romanisation
- background of Celts: tribal organisation of Britain, identification and location of the Iceni, identification of Prasutagus and Boudicca, role of women in Celtic Britain, social structure of Celtic Britain
- comparison of the accounts of Tacitus and Cassius Dio on the revolt: reasons for the revolt – Boudicca, Trinovantes and other Celts, descriptions of Boudicca – representations in the sources, eg gender bias
- overview of the campaign: Celtic fighting methods, Roman weapons and tactics, role of Suetonius Paullinus
- archaeological evidence of the revolt
- aftermath of the revolt: results and consequences for the Celts, results and consequences for the Romans
- significance of Boudicca: changing image of Boudicca over time, eg in Victorian England, Boudicca – enemy or heroine.

Case Study 8: Tutankhamun's tomb

Students learn about:

- its discovery and excavation by Howard Carter
- consideration of the following aspects of the tomb and what they suggest about Egypt at the time of Tutankhamun: size and structure, burial furniture, possessions, decorations, afterlife
- details of burial customs – mummification, funeral procession and burial
- tomb paintings and the information they provide about burial: deities, and funerary beliefs and practices
- archaeological/written evidence of the uniqueness of Tutankhamun's tomb in the Eighteenth Dynasty
- Tutankhamun and popular culture.

9.3 Part II: Ancient Societies, Sites and Sources

Principal Focus: By studying ancient societies, sites and sources students learn to investigate the social history of a people through an investigation of the remains of their material culture, and come to understand the key developments and forces that may have shaped that society.

Outcomes

Students:

- P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- P3.1 locate, select and organise relevant information from a variety of sources
- P3.2 identify relevant problems of sources in reconstructing the past
- P3.3 comprehend sources and analyse them for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 discuss issues relating to ownership and custodianship of the past
- P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.

The following are provided as possible studies of ancient societies:

- 1 Alexandria
- 2 Deir-el Medina
- 3 Nineveh
- 4 Persepolis
- 5 Thera (Santorini)
- 6 Early Israel: Samuel I and II
- 7 Vergina
- 8 Greek society in the Archaic Period
- 9 Greek drama
- 10 Ancient China in the Qin and Han Dynasties
- 11 Roman writers on provincial government
- 12 The Celts in Europe
- 13 City of Rome
- 14 Roman Britain

Students learn to:

Use a range of historical and archaeological sources about the ancient society or site in order to:

- gather, select and organise information in relation to the geographical context, social relationships, gender, economy, religion, death and burial, cultural life, people's lives and archaeological and historiographical issues of the ancient society
- describe significant power, gender, social, economical and cultural relationships in the ancient society
- make deductions and draw conclusions about change and continuity in significant power, gender, social, economic and cultural relationships in the ancient society

- weigh up the relative reliability of sources in relation to the significance of power, gender, social, economic, cultural, archaeological and historiographical issues of the ancient society or site
- examine the available sources, note the gaps in the evidence and evaluate the extent to which these affect the usefulness of information
- assess a range of interpretations about the ancient society or site from ancient and modern sources and consider why these views might differ
- construct coherent oral and written texts to explain and discuss significant power, gender, social, economic, cultural, archaeological and historiographical issues of the ancient society or site.

Possible studies of ancient societies, sites and sources are outlined on the following pages.

The studies must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

1 Alexandria

Students learn about:

- historical context of Alexandria from foundation to the late Roman period
- geographic and historical context including location, topography and town planning, Alexander the Great and foundation of the city, the city and the Ptolemies, impact of Rome
- architecture – structure, decoration, purpose and function including the Pharos lighthouse, a ‘wonder of the world’, the Temple of Sarapis, the Serapeum, palaces and temples, the harbour, gymnasium, theatre and stadium
- social and political life including the Greek elite, Egyptians, Jews and other immigrants, privileges and roles of a citizen, the role of the ruler, social control, public entertainment and spectacles
- economic life including the Mediterranean and the Nile, trade and commerce, industries and employment
- religious and cultural life including Egyptian cults, beliefs and practices, Hellenised Jews, library, educational and philosophical schools, the sciences and literature
- relevant archaeological and/or written sources.

2 Deir-el Medina

Students learn about:

- the village: location and purpose; founders: Amenhotep I and his mother Ahmose-Nefertari
- stages of settlement from the Eighteenth to the Twentieth Dynasties
- work of modern Egyptologists: Mariette, Maspero, Schiaparelli, Bruyere and Cerny
- village workers: social structure, occupations and payment: official and unofficial, commerce and trade, place of work: the Valley of the Kings, construction of royal tombs, eg tombs of Thutmose III and Sety I, construction of non-royal tombs, eg tombs of Sennedjem, and Kha and Meryt, the workers’ strike and tomb robberies
- role of women: wife and mother, rights, work outside the house, the unmarried woman and the ‘stranger’, images of women in the written and archaeological record
- everyday life: housing and furniture, food, leisure, clothing and jewellery

- religious beliefs and practices: gods and goddesses of New Kingdom Egypt, festivals, magic, amulets, oracles, ‘personal piety’
- burial beliefs and practices: royal and non-royal tombs: changing structures and decoration, royal ‘Books of the Netherworld’, eg *Am Duat Litany of Ra*, *Book of the Dead*, coffins and other tomb contents.

3 Nineveh

Students learn about:

- historical overview of the Assyrian Empire from Tiglath-Pileser I to Sennacherib
- early capital cities – Nimrud and Khorsabad
- site of Nineveh: the mounds of Kuyunjik and Nebi Yunus; city of the Goddess Ishtar
- discovery of the site and its excavation: Rich, Botta and Layard
- construction of the site, from Assurnasirpal II to Ashurbanipal
- architectural features of the site such as: the palaces of Assurnasirpal II, Sennacherib and Ashurbanipal; temples of Nabu and Ishtar; armoury (for Esharhaddon); the Royal Library of Ashurbanipal; walls and gates; rivers and canals; wells and gardens
- Royal Library of Ashurbanipal, George Smith and the ‘Flood Tablet’
- palace wall reliefs: Sennacherib’s Siege of Lachish; Ashurbanipal’s lion hunting scenes and his battle scenes as well as Ashurbanipal and his wife drinking in a garden
- destruction of Nineveh.

4 Persepolis

Students learn about:

- historical overview of the Persian Empire from Cyrus the Great to Darius I
- early capital cities – Ecbatana and Pasargadae
- site of Persepolis
- discovery of the site and its excavation
- construction of the site, from Darius I to Artaxerxes I
- architectural features of the site such as: Apadana, the terrace, the palaces, gatehouse, Hall of the Hundred Columns (Throne Hall), tripylon staircase, Harem and treasury buildings
- design and ornamentation of the Achaemenid period: glazed brick panels, columns and reliefs; foreign influences in the work, use of wood and mud brick, stone carving and masonry; Bisitun (Behistan) inscription of Darius I
- objects used by the Royal Household
- burial sites of the Achaemenid kings: Pasargadae – Naqsh-e Rostam (near Persepolis)
- destruction of the site by Alexander the Great – conflicting views.

5 Thera (Santorini)

Students learn about:

- location of Thera/Santorini in relation to mainland Greece and Crete
- discovery and excavations at Thera/Santorini: German excavations of 1835, 1894 – 1903, excavations of Spyridon Marinatos 1967, Dumas
- wall paintings of Santorini: Akrotiri: the Spring Fresco, the Young Boxers, the Naval Campaign Fresco and the Fisherman Fresco
- pottery and architecture of Akrotiri
- relationship of Thera to Minoan civilisation on Crete
- role of the eruption at Thera in ending the Minoan civilisation

- later history of Thera/Santorini
- theories relating to Dorian or ‘Sea Peoples’ domination of the Mediterranean world c1000 BC
- Cycladic and geometric influences: later history of Thera – the founding of Cyrene, Athenian domination and Hellenistic influences
- significance of the site.

6 Early Israel

Students learn about:

- textual problems of the biblical narratives: Samuel I and II; sources, dating, authenticity, inconsistencies
- location and international context: Mesopotamia, ‘Canaan’, Palestine, Syria, Phoenicia and Egypt; the ‘Sea Peoples’ and Philistines
- biblical history of the Hebrews: the tradition of the Exodus, Mount Sinai, the covenant, the conquest and the ‘Law’
- religious practices and beliefs: Yahweh, Shechem, Shiloh, the Ark, anointment, Ba’al
- social and political structure of the Hebrews: tribes, elders, ‘charismatic’ judges
- Eli, Samuel and the Ark
- pressures for and resistance to ‘kingship’: Samuel and Saul, Melek and Nagid
- family background and early career of David
- Israel’s wars with the Philistines and the recovery of the Ark
- David’s kingship: ‘accession’, foreign and domestic policies, revolts and family feuds
- importance of the capture and establishment of Jerusalem as capital of the kingdom
- nature of the early monarchy and ‘empire’
- changing role and organisation of the military
- role of women in the biblical narratives: Abigail, Michal, Tamar, Bathsheba
- role of the prophets: Samuel, Nathan, Gad
- assessment and legacy of David as an historical figure and biblical role model
- Hebrew view of history and the role of divine intervention
- archaeological and inscriptional sources and the biblical narratives – Stele of Dan
- modern reconstructions and interpretations of the biblical narratives.

7 Vergina

Students learn about:

- location and early history: ancient capital of Macedonia
- excavations of the site by Andronicus and Petsas
- changing uses of the site
- Macedonian palace at Aegae: iron weapons, jewellery, pottery and tombs
- Royal Graves: controversies and issues of the burials of Philip, Alexander, Philip and Cleopatra
- Macedonian burial customs and nearby tombs: the comparison between Vergina burials and tombs and Derveni (late fourth century BC), construction and artistic techniques used, eg wall paintings
- later history of the site: taken by Pyrrhus in 274 – 73 BC, royal graves sacked and destroyed by Gallic mercenaries
- Great Tumulus constructed over existing buildings.

8 Greek society in the Archaic Period

Students learn about:

- evidence of poetry, epic and lyric, eg Homer, Sappho, Archilochus
- social structure: writings of Hesiod and Herodotus
- religion: Hesiod's *Theogony*
- development of pan-hellenism and pan-hellenic sanctuaries: Olympia, Delphi, Nemea and Isthmia
- architecture: development of stone temples: Olympia, Corcyra, Sicily
- military changes: cavalry and *hoplites*
- foreign influences: Phoenicians
- pottery: Athens and Corinth as centres of production
- trade: long distance and local; development of coinage
- intellectual developments, eg science, philosophy, alphabet and writing
- technological change.

9 Greek drama

Students learn about:

- context: political, social, economic structures of fifth-century BC Athens, religion, women
- fifth-century Athenian dramatists
- occasion, nature and performance of tragedy and comedy
- mechanics of Greek theatre: equipment, costumes, management, religious festivals, actors, ritual, performance, competition, audience
- reading and/or performing one or more plays, eg Aeschylus: *The Persians*, Sophocles: *Antigone*, *Electra*, Euripides: *Medea*, Aristophanes: *The Wasps*, *Lysistrata*, *The Poet and the Women*
- major themes and concerns of Greek drama: the impact of war, the state versus the individual, the state versus the family, nature of 'barbarism', pride and the *polis*, role of the gods in human affairs, gender roles and relationships.

10 Ancient China in the Qin and Han Dynasties

Students learn about:

The Qin Dynasty (221 – 206 BC)

- historical overview of the 'Warring States' era (403 – 221 BC)
- rise of the Kingdom of Qin
- victories of King Zheng of Qin (259 – 210 BC) and the unification of China: Zheng becomes Qin Shi Huangdi, the First Emperor of China
- anti-Confucian legalist philosophy
- First Emperor's advisers and officials: Lu Buwei, Li Si and Meng Tian
- reforms: standardisations
- building programs
- technologies
- use of terror
- manner and impact of the death of the First Emperor.

The Han Dynasty (206 BC – AD 220)

- Western or Former Han (206 BC – AD 9)
- Eastern or Later Han (AD 25 – 220)

- dissatisfaction with Qin and the rise of the Han (210 – 195 BC)
- expansion of the Chinese empire
- reassertion of Confucian philosophy
- emperors: Gaozu (Liu Bang), Wudi and Guangwudi
- reforms: government, education, provincial and administration
- building programs
- technologies and inventions
- intellectual and religious life
- interregnum period.

11 Roman writers on provincial government

Students learn about:

- Roman provinces from Cicero to Pliny
- system of government at work in the provinces
- justice, bribery and corruption: the evidence of Sallust's *Jugurtha* and/or Cicero's *Verrines*
- connection of Roman political careers with provincial administration: Tacitus' *Agricola* on Britain
- changes in provincial administration in the empire
- a Roman governor in action – Pliny's correspondence from Bithynia with the emperor Trajan
- role of the emperor in relation to the provinces.

12 The Celts in Europe

Students learn about:

- origins of the Celtic peoples
- early Celtic Cultures: Urnfield (1200 – 600 BC), Hallstatt (700 – 500 BC)
- La Tène Culture (500 BC – AD 100): forts and settlements: Maiden Castle and Heuneberg, burial sanctuaries and cemeteries, social organisation, technology and art
- personalities of the Celtic world: Boudicca, Cassivellaunus, Commius, Vercingetorix
- interactions with other civilisations
- Celtic religion, the Druids
- Celtic legacies: art, literature, music, film, mythology
- Woman of Vix and the Hochdorf Grave.

13 The City of Rome in the late Republic

Students learn about:

- the geographical features: rivers, hills, marshes
- the water system, drains: *Cloaca Maxima*
- the Forum Romanum: the *Via Sacra* (road)
- the *Regia*, Temple of Vesta, the *Curia*, Temple of Saturn, *Basilica Aemilia*, *Basilica Julia*, the *Rostra*, the *Tabularium*, the *Comitium*: main features and purposes of the buildings
- activities in the Forum: politics, administration, religion, courts, theatre, gladiatorial displays, triumphs, speeches, funerals
- the area of the *Campus Martius*: buildings: *Circus Flaminius*, *Villa Publica*, Altar of Mars; Pompey's theatre, military training ground
- the *Circus Maximus*: main features and uses

14 Roman Britain

Students learn about:

- brief historical outline of the Roman occupation of Britain, AD 43 – 410
- organisation and administration of Roman Britain: governors, client kings, roads
- economic life: agriculture, trade and commerce
- urban and rural life: towns, villas, baths, leisure, entertainment
- Roman army in Britain: organisation, duties, activities
- fortifications: Hadrian's Wall, the Antonine Wall, forts on the Saxon Shore
- Roman occupation of Scotland and Wales
- British resistance to Roman rule: Caractacus, Boudicca
- significant Romans: Claudius, Suetonius Paullinus, Agricola, Hadrian, Septimus Severus, Carausius, Constantius Chlorus
- important towns: Londinium, Aquae Sulis (Bath), Camulodunum (Colchester), Silchester, Verulamium, Eboracum (York)
- archaeological evidence for Romanisation: coins, pottery, mosaics, treasure hordes, metalwork, tombstones, statues, roads, towns, villas.

9.4 Part III: Historical Investigation

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 Years 7–10 History syllabus. Ancient History students will access the Preliminary Stage 6 outcomes at different levels depending on their abilities and previous experience. The investigation also provides the context for a practical application of the key competencies on page 13.

The investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. Students should be encouraged to choose a topic and presentation style that reflects their individual interests and abilities.

Possible historical investigations include:

- a case study
- aspects of a case study
- significant individuals or groups
- significant events
- a thematic study
- aspects of everyday life
- specific sites and buildings
- aspects of an ancient society
- historical debates
- myths and legends
- historical debates
- constructions of the ancient past in various media.

The process of historical investigation involves:

- planning and conducting historical investigations
- comprehending archaeological and written sources
- locating, selecting and organizing relevant information from a variety of sources
- using a variety of sources to develop a view about historical issues
- analysing sources for their usefulness and reliability
- identifying different historical perspectives and interpretations evident in sources
- formulating historical questions and hypotheses relevant to the investigation
- using historical terms and concepts appropriately
- synthesising information from a range of sources to develop and support an historical argument
- presenting and communicating the findings of a historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT

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

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

10 Content: HSC Course

Students are required to study Parts I, II, III and IV of the course.

10.1 Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Percentage of course time: 25%

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

Outcomes

Students:

- H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context
- H 2:1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H 3.1 locate, select and organise relevant information from a variety of sources
- H 3.2 discuss relevant problems of sources for reconstructing the past
- H 3.3 analyse and evaluate sources for their usefulness and reliability
- H 3.4 explain and evaluate differing perspectives and interpretations of the past
- H 3.5 analyse issues relating to ownership and custodianship of the past
- H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H 4.1 use historical terms and concepts appropriately
- H 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.

Students learn to:

- comprehend and analyse a range of archaeological and written sources relevant to the core study of the cities of Pompeii and Herculaneum
- use sources to reconstruct aspects of life in Pompeii and Herculaneum in AD 79
- evaluate the implications of gaps in the evidence for reconstructing life in Pompeii and Herculaneum in AD 79
- describe and assess different methods used by archaeologists, historians and other specialists to investigate the sites over time
- evaluate different representations of Pompeii and Herculaneum over time
- discuss relevant issues of conservation and reconstruction; custodianship of the sites and the display of human remains
- present the findings of investigations of key features or issues relevant to the study of Pompeii and Herculaneum
- communicate effectively in oral and written forms to describe and analyse features and issues of the study.

Students learn about:

Non-examinable background

- stages of occupation
- brief historical overview up to and including the eruption of AD 79
- early discoveries and brief history of the excavations
- representations of Pompeii and Herculaneum over time

Examinable content:

1 Geographical context

- the physical environment: the geographical setting, natural features and resources of Pompeii and Herculaneum
- plans and streetscapes of Pompeii and Herculaneum

2 The nature of sources and evidence

- the range of available sources, both written and archaeological, including ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human and animal remains
- the limitations, reliability and evaluation of sources
- the evidence provided by the sources from Pompeii and Herculaneum for:
 - the eruption
 - the economy: trade, commerce, industries, occupations
 - social structure; men, women, freedmen, slaves
 - local political life
 - everyday life: leisure activities, food and dining, clothing, health, baths, water supply and sanitation
 - public buildings – basilicas, temples, *fora*, theatres, *palaestra*, amphitheatres
 - private buildings – villas, houses, shops
 - influence of Greek and Egyptian cultures: art, architecture, religion
 - religion: temples, household gods, foreign cults, tombs.

3 Investigating, reconstructing and preserving the past

- changing methods and contributions of nineteenth and twentieth century archaeologists to our understanding of Pompeii and Herculaneum
- changing interpretations: impact of new research and technologies
- issues of conservation and reconstruction: Italian and international contributions and responsibilities; impact of tourism
- ethical issues: study and display of human remains

10.2 Part II: Ancient Societies

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

Percentage of course time: 25%

Outcomes

Students:

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

ONE ancient society is to be studied from the following:

Egypt

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

Near East

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

Greece

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

Students learn to:

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

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

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

Students learn about:

1 Geographical environment

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

2 Social structure and political organisation

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

3 The economy

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

4 Religion, death and burial

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

5 Cultural life

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

6 Everyday life

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

Option B Egypt: Society in New Kingdom Egypt to the death of Amenhotep III

Principal Focus: The investigation of key features of New Kingdom society to the death of Amenhotep III through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of New Kingdom Egypt and its neighbours
- significant sites: Thebes, Valley of the Kings, Malkata

2 Social structure and political organisation

- roles and images of the pharaoh; concept of *maat*
- roles of the vizier and members of the religious, administrative and military elites
- nature and role of the army
- roles and status of women: royal and non-royal
- scribes, artisans and agricultural workers

3 The economy

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

4 Religion, death and burial

- gods, goddesses, cults and priesthoods including Amun-Re, Osiris
- festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival
- myths and legends: Creation myth, Osiris myth
- funerary customs, rituals and texts: afterlife concepts, mummification, *The Book of the Dead* and the *Am Duat (Book of What is in the Netherworld)*
- temples: architecture and function: Karnak, Luxor, Deir el-Bahri
- tombs: architecture and decoration: Thebes

5 Cultural life

- art: sculpture, jewellery and wall paintings
- writing and literature: love poetry, Papyrus Lansing: *Be a Scribe*, Wisdom Literature: *the Instruction of Ani*

6 Everyday life

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

Option C Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX

Principal Focus: The investigation of key features of New Kingdom society during the Ramesside period, through a range of archaeological and written sources and relevant historiographical issues

Students learn about:

1 The geographical environment

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

2 Social structure and political organisation

- roles and images of the pharaoh; concept of *maat*
- roles of the vizier and members of the religious, administrative and military elites
- nature and role of the army
- roles and status of women: royal and non-royal
- scribes, artisans and agricultural workers

3 The economy

- importance of the Nile: agriculture, animal husbandry, transport
- crafts and industry: wood, stone and metal
- economic exchange: unit of value (*deben*), taxation, tribute and trade
- technological development: tools, building materials, techniques and construction, shadouf
- workers' strike, tomb robberies and corruption

4 Religion, death and burial

- gods, goddesses, cults and priesthoods: Amun, Re, Ptah, Osiris
- personal religion: magic and personal piety
- festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival
- funerary customs: afterlife concepts and mummification
- funerary texts: *The Book of the Dead* and the *Am Duat (Book of What is in the Netherworld)*, *The Book of Gates*
- temples: architecture and function: Karnak, Luxor, the Ramesseum, Medinet Habu
- tombs: architecture and decoration: Thebes, Memphis, Deir el-Medina

5 Cultural life

- art: sculpture, jewellery and wall paintings
- writing and literature: love poetry, *The Tale of the Two Brothers*, *Horus and Seth*, *The Report of Wenamun*

6 Everyday life

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

Option D The Near East: Assyrian society from Sargon II to Ashurbanipal

Principal Focus: The investigation of key features of society in Assyria from Sargon II to Ashurbanipal, through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of ancient Assyria in the Sargonid period
- significant sites: Nineveh, Nimrud, (Calah), Assur, Dur Sharrukin (Khorsabad)

2 Social structure and political organisation

- roles and images of the king
- the ruling elite: governors and provincial administrators – *Turtanu* and district chiefs, nobles, experts (*unmane*), priesthood, scribes
- nature and role of the army; recruitment, military campaigns and trade
- artisans and workers: deportation and deported peoples within the empire

3 The economy

- importance of agriculture and animal husbandry
- impact of royal cities: centralisation of resources
- economic importance of vassal states
- economic exchange: taxation and tribute
- crafts and industry: wood, stone, metal, ivory
- technology: weapons, and siege machinery, building materials, techniques and construction, water supply, canal construction, flood defence walls

4 Religion, death and burial

- religious role of the king
- Assyrian and Babylonian gods and goddesses
- temple personnel: diviners, priests
- beliefs, practices, taboos, omens, genii, *lamassu*, festivals
- architecture of ziggurats and temples

5 Cultural life

- art: sculpture and relief work, wall decorations, ivory work and cylinder seals
- architecture: palaces, citadels, cities, fortifications
- myths and legends: Gilgamesh legend
- writing and literature: royal annals, omen texts, letters, astrological texts
- Ashurbanipal's library

6 Everyday life

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

Option E The Near East: Society in Israel from Solomon to the fall of Samaria

Principal Focus: The investigation of key features of society in Israel from Solomon to the fall of Samaria, through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of ancient Israel
- significant sites: Samaria, Tirzoh, Shechem, Jerusalem, Hebron, Bethlehem, Beersheba

2 Social structure and political organisation

- roles and features of the Israelite kingship; the Davidic dynasty
- 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
- roles and status of women: royal and non-royal
- nature and role of the army

3 The economy

- importance of agriculture
- crafts and industry: wood, stone, metal, mining
- technology: tools, weapons, engineering – water systems (Siloam tunnel)
- economic exchange: trade with Judah and Assyria
- features of fortified cities, including silos, Megiddo stables

4 Religion, death and burial

- nature of conflicting religious beliefs and practices: polytheism, Ba'al, Asherah, Yahweh
- roles of priests and prophets
- roles and importance of religious places: High Places: Dan and Bethel
- importance of the Jerusalem temple

5 Cultural life

- art and architecture: Samaria, Jezreel and Megiddo; Samarian ivories, seals
- writing and literature: biblical narrative and Samarian Ostrakon

6 Everyday life

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

Option F The Near East: Persian society at the time of Darius and Xerxes

Principal Focus: The investigation of the key features of the society of ancient Persia at the time of Darius and Xerxes, through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of ancient Persia and its empire
- significant sites: Persepolis, Pasargadae, Susa, Ecbatana, Naqsh-e Rostam, Behistan

2 Social structure and political organisation

- roles and images of the king
- role and nature of the bureaucracy (*arstibara*, *vacabara*, *hazarapatis*) and provincial government: satraps, legal system, laws
- nature and role of the army and navy; workers and artisans
- roles and status of women: royal and non-royal
- vassal states (satrapies) and subject peoples within the empire

3 The economy

- importance of agriculture
- economic exchange throughout the empire: taxation, tribute, trade, coinage, royal treasuries
- technology: weapons, building materials, techniques and construction, irrigation works
- transport and communications: the Royal Road
- crafts and industry: wood, stone and metal; role of foreign workers

4 Religion, death and burial

- religious beliefs throughout the empire: Ahura-Mazda, Bel Marduk, Hebrew beliefs, Egyptian gods
- religious policy throughout the empire
- rituals and practice: role of the *Magi*, fire rituals
- royal funerary customs and tombs

5 Cultural life

- art: palace reliefs, rock relief, sculpture, jewellery
- architecture of palace complexes: Persepolis, Pasargadae, Susa
- writing; inscriptions: Behistan, Fortification Tablets, Persepolis Treasury Tablets

6 Everyday Life

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

Option G Greece: The Bronze Age – Society in Minoan Crete

Principal Focus: The investigation of the key features of Minoan society in Crete through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of Minoan Crete
- significant sites: Knossos, Phaestos, Malia, Zakros, Agia Triada, Gournia

2 Social structure and political organisation

- issues relating to gender and identity of the ruler/s
- palace elite: bureaucracy, priests and priestesses
- roles and status of women
- craftsmen and agricultural workers

3 The economy

- palace economy
- importance of agriculture
- role of towns: Gournia and Zakros
- trade and economic exchange: Mediterranean and Aegean region
- the issue of *thalassocracy* (maritime empire)
- crafts and industry: pottery, stone, ivory, metal, jewellery, seal stones, purple dye
- technology: building materials, techniques and construction (ashlar masonry), drainage and water supply

4 Religion, death and burial

- nature and identity of deities
- religious symbols: double axe (*labrys*) horns of consecration, the bull, snakes, trees, birds
- religious places: peak sanctuaries, cave shrines, palace shrines, pillar crypts, lustral basins
- rituals: sacrifice, libations, processions, dance
- funerary customs and rituals: *larnax*, ossuary; tombs: rectangular, *tholos* and chamber
- myths and legends relating to the Minoans: Theseus and the Minotaur, Icarus and Daedalus

5 Cultural life

- art: frescoes, figurines, pottery, seals, metalwork
- architecture of palace complexes: Knossos, Phaistos, Malia, Zakros and other palace sites
- writing: Linear A and Linear B, the Phaistos disc

6 Everyday life

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

Option H Greece: The Bronze Age – Mycenaean society

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

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of Mycenaean Greece
- significant sites: Mycenae, Tiryns, Pylos

2 Social structure and political organisation

- issues relating to identity and role of the ruler/s (*wanax, lawagetas, hequetai, telestai*)
- roles of artisans, agricultural workers, slaves
- roles and status of women
- significance of the warrior class

3 The economy

- importance of agriculture
- crafts and industry: pottery, stone, ivory, metal, jewellery, seal stones
- significance of palaces: workshops and storage areas
- trade and economic exchange: Aegean and Mediterranean contacts
- technology: weapons and armour, building materials, techniques and construction (ashlar masonry and corbelling)

4 Religion, death and burial

- religious beliefs, practices and organisation
- gods and goddesses
- funerary customs and rituals: shaft graves at Mycenae: Grave Circles A and B; chamber tombs: Vapheio, Dendra; *tholos* tombs at Mycenae

5 Cultural life

- architecture of palaces at Mycenae, Pylos and Tiryns
- significance of fortifications and defence in Mycenaean architecture: citadels, cyclopean walls, cisterns
- art: frescoes, pottery, jewellery, weapons
- writing: Linear B

6 Everyday life

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

Option I Greece: Spartan society to the Battle of Leuctra 371 BC

Principal Focus: The investigation of key features of Spartan society to the Battle of Leuctra 371 BC, through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical setting

- the geographical setting, natural features and resources of ancient Sparta
- significant sites: Sparta

2 Social structure and political organisation

- the issue of Lycurgus (the Great Rhetra)
- roles and privileges of the two kings
- government: *ephorate*, *gerousia*, *ekklesia*
- social structure: Spartiates, *perioeci*, ‘inferiors’, helots
- role of the Spartan army
- control of the helots: the military, *syssitia*, *krypteia*
- artisans, helots
- educational system: *agoge*
- role and status of women: land ownership, inheritance, education

3 The economy

- land ownership: agriculture, *kleroi*, helots
- technology: weapons, armour, pottery
- economic roles of the *periokoi* (‘dwellers around’) and helots
- economic exchange: use of iron bars, trade

4 Religion, death and burial

- gods and goddesses: Artemis Orthia, Poseidon, Apollo
- myths and legends: Lycurgus and the Dioscuri
- festivals: *Hyakinthia*, *Gymnopaedia*, *Karneia*
- religious role of the kings
- funerary customs and rituals

5 Cultural life

- art: sculpture, painted vases, bone and ivory carving
- architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia
- writing and literature: Alcman and Tyrtaeus
- Greek writers’ views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanias, Plutarch

6 Everyday life

- daily life and leisure activities
- food and clothing
- marriage customs
- occupations.

Option J Greece: Athenian society in the time of Pericles

Principal Focus: The investigation of key features of Athenian society in the time of Pericles through a range of archaeological and written sources and relevant historiographical issues.

Students learn about:

1 The geographical environment

- geographical setting, natural features and resources of Athens, Attica and its neighbours
- significant sites: Athens, Piraeus

2 Social structure and political organisation

- concept of the *polis*
- structure of Athenian society: *pentakosiomedimnoi*, *hippeis*, *zeugitai*, *thetes*
- role of the military: *stratego*, *hippeis* (cavalry), *hoplites*, *thetes*
- roles and status of women
- roles of metics and slaves
- structure and features of Athenian democracy: *ekklesia*, *boule*, *strategia*, *heliaea*

3 The economy

- importance of the Agora and the Piraeus
- impact of empire: tribute, maintenance of fleet, building program
- economic exchange: trade, tribute, shipping, silver mining, coinage
- industries: pottery, stone masonry, metal working, ship building

4 Religion, death and burial

- gods and goddesses
- beliefs, practices and organisations
- temples and sanctuaries: the Acropolis including the Parthenon and the Erechtheum
- festivals: the *Panathenaia*, the *Great Dionysia*, the *Thesmophoria*
- priests and priestesses
- funerary customs and rituals

5 Cultural life

- art: sculpture and painted vases
- architecture: the buildings of the Agora and Acropolis
- significant myths and legends; birth of Athena, Theseus, competition between Athena and Poseidon
- education

6 Everyday life

- daily life and leisure activities
- food and clothing
- housing and furniture
- occupations
- marriage customs.

10.3 Part III: Personalities in Their Times

Principal Focus: Students gain an understanding of the personality in the context of their time.

Percentage of course time: 25%

Outcomes

Students:

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context
- H2.1 explain factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 locate, select and organise relevant information from a variety of sources
- H3.2 discuss relevant problems of sources for reconstructing the past
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms

ONE personality is to be studied from the following:

Egypt

- A Hatshepsut
- B Akhenaten
- C Ramesses II

Near East

- D Sennacherib
- E Xerxes
- F Hannibal

Greece

- G Pericles
- H Alexander the Great
- I Cleopatra VII

Rome

- J Tiberius Gracchus
- K Julius Caesar
- L Agrippina the Younger

Students learn to:

- use appropriate terms and concepts in communicating about the personality
- locate, select and organise information in relation to the chosen personality
- identify key issues and features about the personality
- make deductions and draw conclusions about the personality
- weigh up the relative reliability of the available sources and assess their usefulness for a study of the personality
- identify and analyse the varying images of the personality
- explain and evaluate differing perspectives and interpretations of the personality in ancient and modern sources
- present the findings of historical investigations of issues and features of the personality
- communicate coherently in oral and written forms to explain and evaluate significant events and achievements in the personality's life
- synthesise information to construct an evaluation of the personality's significance and legacy.

Option A Egypt: Hatshepsut

Principal Focus: Students gain an understanding of Hatshepsut in the context of her time.

Students learn about:

1 Historical context

- geography, topography and resources of Egypt and its neighbours
- historical overview of the early Eighteenth Dynasty
- overview of the social, political, military and economic structures of the early New Kingdom period
- relationship of the king to Amun
- overview of religious beliefs and practices of the early New Kingdom period

2 Background and rise to prominence

- family background
- claim to the throne and succession: Divine Birth and Coronation reliefs
- political and religious roles of the king and queen in the Seventeenth Dynasty and early Eighteenth Dynasty
- marriage to Thutmose II

3 Career

- titles and changes to her royal image over time
- foreign policy: military campaigns and expedition to Punt
- building program: Deir-el Bahri, Karnak, Beni Hasan (Speos Artemidos) and her tombs
- religious policy: devotion to Amun and promotion of other cults
- relationship with the Amun priesthood, officials and nobles including Senenmut
- relationship with Thutmose III; co-regency and later defacement of her monuments

4 Evaluation

- impact and influence on her time
- assessment of her life and reign
- legacy
- ancient and modern images and interpretations of Hatshepsut.

Option B Egypt: Akhenaten

Principal Focus: Students gain an understanding of Akhenaten in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of Egypt and its neighbours
- historical overview of the Eighteenth Dynasty
- overview of the social, political, military and economic structures of the Eighteenth Dynasty
- role of Amun and Amun priesthood
- roles of the king and relationship to the gods, especially Amun
- overview of religious beliefs, cults and practices of the Eighteenth Dynasty

2 Background and rise to prominence

- family background and evidence for early years
- marriage: queens and consorts

3 Career

- titles and changes to his royal image over time
- early building program including East Karnak
- transfer of capital to Akhetaten: political and religious motives
- Akhetaten: function and layout of the city
- religious policy: reforms, nature, importance and impact of Aten worship
- 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
- role of Nefertiti and the issue of the co-regency
- role of the royal family

4 Evaluation

- impact and influence on his time
- assessment of his life and reign
- legacy
- ancient and modern images and interpretations of Akhenaten.

Option C Egypt: Ramesses II

Principal Focus: Students gain an understanding of Ramesses II in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of Egypt and its neighbours
- impact of Amarna period
- historical overview of the early Nineteenth Dynasty
- overview of the political, social, military and economic structures of the early Nineteenth Dynasty
- overview of the religious beliefs and practices of the early Nineteenth Dynasty

2 Background and rise to prominence

- family background
- marriages: Nefertari, other wives and concubines
- early years and co-regency

3 Career

- religious policies: promotion of different cults
- establishment and significance of Per-Ramesses
- building programs: Thebes, Abydos, Nubia
- imagery and representations of the king
- major influences: Thutmose III, Amenhotep III, Seti I
- foreign policy: military campaigns, Hittite Peace Treaty, diplomatic marriages
- Battle of Kadesh: role of Ramesses, representations in inscriptions and reliefs
- relationship with officials

4 Evaluation

- impact and influence on his time
- assessment of his life and reign
- legacy
- ancient and modern images and interpretations of Ramesses II.

Option D The Near East: Sennacherib

Principal Focus: Students gain an understanding of Sennacherib in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of the Assyrian empire
- relations with neighbours
- organisation of empire
- Assyrian concept of kingship
- overview of the political, military, economic and social structure of the Assyrian empire
- overview of Assyrian and Babylonian religions

2 Background and rise to prominence

- family background
- education
- early political and administrative career

3 Career

- 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
- foreign policy: relations with vassal states, Babylon, Elam and Lachish
- organisation and administration of the empire
- manner and impact of his death

4 Evaluation

- impact and influence on his time
- assessment of his life and reign
- legacy
- ancient and modern images and interpretations of Sennacherib.

Option E The Near East: Xerxes

Principal Focus: Students gain an understanding of Xerxes in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of the Persian empire
- overview of Persian political, social and military structures
- expansion of the Persian empire
- overview of religion in the Persian empire
- Persian concept of kingship

2 Background and rise to prominence

- family background and status
- succession to kingship

3 Career

- administration of the Persian empire
- revolts in the empire: Egypt, Babylon
- religious policy
- building program: Persepolis
- images and representations of Xerxes as king
- foreign policy: role in invasion of the Greek mainland
- relationship with prominent Persians and non-Persians
- manner and impact of his death

4 Evaluation

- impact and influence on his time
- assessment of his life and reign
- legacy
- ancient and modern images and interpretations of Xerxes.

Option F Near East : Hannibal

Principal Focus: Students gain an understanding of Hannibal in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of the Western Mediterranean
- overview of the social, political, military and economic structures of Carthaginian society
- First Punic War and developments leading to the Second Punic War

2 Background and rise to prominence

- family background, influences
- early career in Spain to 218 BC

3 Career

- military career
- Hannibal and Saguntum
- strategies and campaigns in the Second Punic War: crossing of the Alps, battles of Ticinus, Trebia, Lake Trasimene and Cannae
- military actions in Italy after Cannae
- opponents: Fabius Maximus and Scipio Africanus
- recall to North Africa and the Battle of Zama
- career after Zama
- manner and impact of his death

4 Assessment

- impact and influence on his time
- assessment of his life and career
- legacy
- ancient and modern images and interpretations of Hannibal.

Option G Greece: Pericles

Principal Focus: Students gain an understanding of Pericles in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of Athens, Attica and the Athenian empire
- overview of the development of Athenian democracy
- overview of Athenian social, religious and economic structures

2 Background and rise to prominence

- family background and education
- early political career to 460 BC

3 Career

- democratic reforms and policies
- military career
- building program
- roles as general (*strategos*) and politician
- methods of maintaining leadership and influence
- promotion of Athenian imperialism
- role and influence in the development of Athens, the ‘Golden Age’
- relationships with prominent individuals: Aspasia, Ephialtes, Pheidias
- role in the Peloponnesian War (431 BC): causes, strategies and leadership
- manner and impact of his death

4 Evaluation

- impact and influence on his time
- assessment of his life and career
- legacy
- ancient and modern images and interpretations of Pericles.

Option H Greece: Alexander the Great

Principal Focus: Students gain an understanding of Alexander the Great in the context of his time.

Students to learn about:

1 Historical context

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

2 Background and rise to prominence

- family background
- education, early career and ambitions
- problems with the succession

3 Career

- 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
- relationships with Macedonians, Greeks and non-Greeks
- manner and impact of his death

4 Evaluation

- impact and influence on his time
- assessment of his life and reign
- legacy
- ancient and modern images and interpretations of Alexander.

Option I Greece: Cleopatra VII

Principal Focus: Students gain an understanding of Cleopatra VII in the context of her time.

Students learn about:

1 Historical context

- geography, topography and resources of Ptolemaic Egypt and its neighbours
- Egypt's relationships with Rome and with neighbouring eastern powers
- overview of Ptolemaic Egypt's political and social structures

2 Background and rise to prominence

- family background and feuds
- education
- marriage practices of the Ptolemies
- role and image of royal Ptolemaic women
- significance of the ruler cult in the East

3 Career

- civil war in Rome and Pompey's murder
- co-regency with Ptolemy XIII and Alexandrian civil war
- relationship with Julius Caesar
- relationship with Mark Antony: eastern acquisitions and the 'donations' of Alexandria
- conflict with Octavian; the battle of Actium
- portrayals of Cleopatra as a ruler: Greek and Egyptian
- manner and impact of her death

4 Evaluation

- impact and influence on her time
- assessment of her life and reign
- legacy
- ancient and modern images and interpretations of Cleopatra VII.

Option J Rome : Tiberius Gracchus

Principal Focus: Students gain an understanding of Tiberius Gracchus in the context of his time.

Students learn about:

1 Historical context

- geography, topography and resources of Rome and the provinces
- overview of significant political, military, economic and social developments

2 Background and rise to prominence

- family background and position
- education
- early career

3 Career

- tribunate: 133 BC
- *lex agraria*: impact on Rome and Italy, his motives and methods
- 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

4 Evaluation

- impact and influence on his time
- assessment of his life and career
- legacy
- ancient and modern interpretations of Tiberius Gracchus.

Option K Rome: Julius Caesar

Principal Focus: Students gain an understanding of Julius Caesar in the context of his time.

Students learn about:

1 Historical context

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

2 Background and rise to prominence

- his family background and position
- his education, early life and ambitions
- paths to power: priesthoods; Marian connections; political alliances and marriages
- early political career to 60 BC

3 Career

- role in First Triumvirate
- Gallic Wars: campaigns and tactics, siege of Alesia
- relationship with his army
- relationship with the Senate
- role in the Civil War
- political supporters and enemies
- personal relationships: Julia, Cleopatra VII, Brutus, Mark Antony, Cicero
- impact of personality on career; significance of his writings
- dictatorship: policies and reforms
- assassination: motives, manner and impact of his death

4 Evaluation

- impact and influence on his time
- assessment of his life and career
- legacy
- ancient and modern images and interpretations of Julius Caesar.

Option L Rome: Agrippina the Younger

Principal Focus: Students gain an understanding of Agrippina the Younger in the context of her time.

Students learn about:

1 Historical context

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

2 Background and rise to prominence

- family background and status
- early life, ambitions and marriages

3 Career

- basis of her power and influence; patronage
- role during the reign of Gaius (Caligula), including exile
- role during the reign of Claudius
- role and changing relationship with Nero during his reign
- relationships with other members of the imperial court: Seneca, Burrus and imperial freedmen
- impact of her personality on career: public image
- attempts on her life
- death: motives, manner and impact of death

4 Evaluation

- impact and influence on her time
- assessment of her life and career
- legacy
- ancient and modern images and interpretations of Agrippina the Younger.

10.4 Part IV: Historical Periods

Percentage of course time: 25%

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

Outcomes

Students:

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

Students learn to:

- ask relevant historical questions
- locate, select and organise relevant information from a variety of sources to investigate key developments, forces and issues of the historical period
- describe and assess significant developments, forces and issues that shaped the historical period
- explain and assess the significance of historical factors in contributing to change and continuity within the historical period
- explain the implications of relevant problems of evidence for reconstructing the history of the period
- analyse and evaluate relevant sources for their usefulness and reliability
- explain and evaluate differing perspectives and interpretations of the historical period
- present findings of investigations, analysing and synthesising information from a range of sources
- communicate a knowledge and understanding of relevant developments and issues that shape the historical period, using appropriate oral and written forms.

ONE historical period is to be studied from the following:

Egypt

- A Egypt: From Unification to the First Intermediate Period
- B Egypt: New Kingdom Egypt to the death of Thutmose IV
- C Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

Near East

- D The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC
- E The Near East: Israel and Judah from the death of Solomon to the fall of Jerusalem
- F The Near East: Persia from Cyrus II to the death of Darius III

Greece

- G Greece: The development of the Greek world 800 – 500 BC
- H Greece: The Greek world 500 – 440 BC
- I Greece: The Greek world 446 – 399 BC
- J Greece: Fourth-century Greece to the death of Philip II of Macedon

Rome

- K Rome: Rome: 264 – 133 BC
- L Rome: Political revolution in Rome 133 – 78 BC
- M Rome: The fall of the Roman Republic 78 – 31 BC
- N Rome: The Augustan Age 44BC – AD 14
- O Rome: Rome in the time of the Julio-Claudians AD 14 – 69
- P Rome: The Roman Empire: AD 69 – 235

Option A Egypt: From Unification to the First Intermediate Period

Principal Focus: Through an investigation of the archaeological and written sources for Ancient Egypt from Unification to the First Intermediate Period, students learn about developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 From Unification to the end of Dynasty II

- the issue of unification: its nature and impact
- early developments of pharaonic images, titles and symbolism: the Scorpion mace-head, Narmer Palette
- political and religious developments during Dynasties I and II
- factors contributing to the emergence of centralised government

2 Consolidation and development over time: Dynasties III to VIII

- achievements and impact of rulers from Djoser to Pepi II
- political and religious developments in the kingship: role and influence of the cults of Re and Osiris
- changing roles of the Queens from Neithotep to the wives of Pepi II
- decentralisation of the administration: changing roles and influence of the nobility
- political and religious significance of changing architectural features of royal burial complexes:
 - Dynasty III and IV: Step Pyramid, Maidum, Dahshur, Giza
 - Dynasty V and VI: Sahure – pyramid complex and sun-temple; Unas (Wenis), Teti, Pepi II
- relations with neighbouring lands: military and trading expeditions: evidence from Temple of Sahure, biographies of Weni, Harkhuf, Sabni, Mehu
- dynastic difficulties: palace conspiracies in the reigns of Teti and Pepi I
- reasons for the breakdown of the Old Kingdom: political problems, famine, climate change: evidence from biographies of Ipuwer, Ankhtifi

Option B Egypt: New Kingdom Egypt to the death of Thutmose IV

Principal Focus: Through an investigation of the archaeological and written sources for New Kingdom Egypt to the death of Thutmose IV, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period

Students learn about:

1 Internal developments

- impact of the Hyksos: political, economic, technological
- establishment of the Eighteenth Dynasty: wars against the Hyksos, reunification of Upper and Lower Egypt
- role of queens: Tetisheri, Ahhotep II, Ahmose-Nefertari
- development and importance of the cult of Amun
- political and religious significance of building programs
- role and contribution of: Ahmose, Amenhotep I, Thutmose I, Hatshepsut, Thutmose III, Amenhotep II, Thutmose IV
- role and contribution of prominent officials within Egypt and the ‘empire’

2 Expansion of Egypt’s boundaries

- development and role of the army
- relations with Nubia, Syria-Palestine, Mitanni
- establishment of ‘empire’: military campaigns in Nubia, Syria-Palestine
- image of the ‘warrior pharaoh’
- administration of the ‘empire’: Nubia and Syria-Palestine
- nature of Egyptian imperialism
- maintenance of the ‘empire’: Amenhotep II, Thutmose IV

Option C Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

Principal Focus: Through an investigation of the archaeological and written sources for New Kingdom Egypt from Amenhotep III to the death of Ramesses II, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Internal developments

- reign of Amenhotep III
- the Amarna ‘revolution’: religion, kingship, Akhetaten (Tel el-Amarna)
- failure of the Amarna ‘revolution’
- post-Amarna reforms: restoration of Amun and other gods
- 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
- changing role and contribution of queens: Tiye, Nefertiti, Ankhesenamun, Nefertari
- role and contribution of prominent Egyptian officials within Egypt and the empire

2 Foreign relations

- maintenance and administration of the ‘empire’: Nubia and Syria-Palestine
- relationship with vassal rulers: Rib-Addi of Byblos, Aziru of Amurru
- image of the ‘Warrior Pharaoh’
- changing relations with foreign powers: Mitanni, Hittites
- Ramesside imperialism: the wars of Seti I and Ramesses II
- Battle of Kadesh: background, course and consequences
- Egyptian-Hittite Peace Treaty, diplomatic marriage, trade and cultural exchange

Option D The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC

Principal Focus: Through an investigation of the archaeological and written sources for Assyria from Tiglath-Pileser to the fall of Assyria 609 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Internal developments

- reign of Tiglath-Pileser III
- role and contribution of rulers: Sargon II, Sennacherib, Esarhaddon, Ashurbanipal
- dynastic intrigues and problems of succession
- significance of royal cities: Assur, Khorsabad, Nineveh
- political significance of building programs

2 Assyrian empire

- wars: expansion and contraction of empire
- changing nature and role of the army
- maintenance and administration of the empire
- treatment of defeated and subject peoples: impact of deportation
- relations with Babylon: rivalry, destruction, reconstruction and war
- relations with other foreign powers: Elam, Urartu, Israel, Judah, Egypt
- relations with foreign rulers: Merodach-Baladan (Marduk-Apal-Iddina), Hezekiah, Manasseh, Sheshonk (Sheshanq)
- decline and fall of Assyria

Option E The Near East: Israel and Judah from Solomon to the fall of Jerusalem

Principal Focus: Through an investigation of the archaeological and written sources for Israel and Judah from Solomon to the fall of Jerusalem, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Israel and Judah: internal developments

- reign of Solomon; the united kingdom
- division of the kingdoms and loss of ‘empire’
- changing relations between the two kingdoms in the period
- dynastic instability in the north
- prophetic activities in the north
- religious policies of kings of Judah and prophets: impact of reform movements
- role and contribution of Davidic dynasty: Rehoboam to Zedekiah; Dynasties in Israel: Jeroboam I to Hosea 724 BC
- Omride Dynasty : Omri, Ahab, Jehu
- role, contribution and impact of prominent royal women: Jezebel, Athalia

2 Foreign relations

- revival of Assyria, deportations and destruction of the Kingdom of Israel
- impact on Judah of changing balance of power: Assyria, Babylon, Egypt
- deportations and destruction of the Kingdom of Judah 587 BC: the fall of Jerusalem, destruction of the Temple
- military conflict between Israel and Judah
- relations with foreign kings: the Haddads, Sennacherib, Sheshonk (Sheshanq), Necco

Option F The Near East: Persia from Cyrus II to the death of Darius III

Principal Focus: Through an investigation of the archaeological and written sources for Persia from Cyrus II to the death of Darius III, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Persia: internal developments

- reign of Cyrus II
- establishment of Achaemenid Dynasty
- nature and significance of Persian kingship; issues of dynastic succession
- nature and purpose of building programs: Pasargadae, Susa, Persepolis
- role and contribution of kings from Cyrus II to Darius III

2 The Persian Empire

- role and composition of the Persian army
- expansion of the empire: conquests and expeditions, Persian invasions of mainland Greece under Darius and Xerxes
- maintenance of the empire: suppression of revolts and treatment of subject peoples; Egypt, Babylon and the Jews
- 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

Option G Greece: The development of the Greek world 800 – 500 BC

Principal Focus: Through an investigation of the archaeological and written sources for the development of the Greek world 800 – 500 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Colonisation and tyranny

- emergence of Greek city states
- colonisation: causes, nature, course and consequences
- technological innovation: coinage, writing, weaponry, armour, *hoplite* warfare
- tyranny: causes, nature and consequences; role, contribution and impact of Pheidon of Argos, Cypselids, Cleisthenes of Sicyon, the Peisistratids, Polycrates of Samos

2 Athens and Sparta

- emergence and development of the *polis* in Sparta
- Spartan foreign policy: origins, nature and functions of the Peloponnesian League
- emergence and development of the *polis* in Attica; aristocrats and the *demos*
- nature and significance of Solon's reforms
- nature and significance of the Peisistratid tyranny
- Cleisthenes' reforms and the development of Athenian democracy
- Athenian foreign policy
- role, contribution and impact of lawgivers: Lycurgus, Draco, Solon, Cleisthenes of Athens

Option H Greece: The Greek world 500 – 440 BC

Principal Focus: Through an investigation of the archaeological and written sources for the Greek world 500 – 440 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Persian Wars

- origins: Persian imperialism, Ionian Revolt
- invasion of 490 BC: Battle of Marathon, role of Miltiades
- inter-war period: preparation and developments in Persia and Greece
- invasion of 480–479 BC: Battles of Thermopylae and Artemisium, Salamis, Plataea and Mycale
- role and contribution of Themistocles, Leonidas, Pausanias, Eurybiades
- reasons for Greek victory and Persian defeat

2 Development of Athens and the Athenian Empire

- Delian League: origins, aims, organisation and activities to the Battle of the Eurymedon River; role and contribution of Cimon and Aristides the Just
- transformation of the Delian League into the Athenian empire
- nature of Athenian imperialism; changing relations with allies
- key democratic developments: influence of the *thetes*, ostracism, citizenship law

3 Athens and Sparta

- impact of Persian Wars
- nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism

Option I Greece: The Greek world 446 – 399 BC

Principal Focus: Through an investigation of the archaeological and written sources for the Greek world 446 – 399 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Causes of the Peloponnesian War

- incidents: Epidamnus, Corcyra, Potidaea
- role of Pericles and the Megarian Decree
- responsibility for the war: Athens, Sparta, Corinth

2 The Archidamian War

- Athens and Sparta: strategies and resources
- impact of the plague and the death of Pericles
- campaigns: Athenian capture of Pylos, Brasidas in Thrace
- deaths of Cleon and Brasidas and the Peace of Nicias

3 Sicilian Expedition and Decelean War

- reasons for breakdown of the Peace of Nicias
- Sicilian expedition: roles of Alcibiades, Nicias, Demosthenes and Gylippus
- impact on Athens of the occupation of Decelea and the Oligarchic Revolution of 411 BC
- significance of Persian intervention; role of Lysander, Cyrus, Tissaphernes, Pharnabazus
- reasons for Athenian defeat and Spartan victory

Option J Greece: Fourth-century Greece to the death of Philip II of Macedon

Principal Focus: Through an investigation of the archaeological and written sources for fourth-century Greece to the death of Philip II students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Significant developments 404–362 BC

- nature and impact of the Spartan hegemony; role and significance of Lysander, Agesilaus; the Corinthian War
- Persian intervention; significance of the ‘King’s Peace’
- Second Athenian Confederacy
- changes in Greek warfare
- nature and impact of the Theban hegemony; role of Epaminondas, Pelopidas

2 Greece and the rise of Macedon

- consequences of Battle of Mantinea
- key political, economic and social features of the Macedonian kingdom
- nature of Macedonian kingship; accession of Philip II
- Philip’s reforms of the Macedonian army
- Macedonian expansion into Greece: diplomacy and war
- Battle of Chaeronea: background, course and consequences
- opposition to Philip II: Demosthenes
- assassination of Philip II: motives and manner of his death

Option K Rome: 264 – 133 BC

Principal Focus: Through an investigation of the archaeological and written sources for Rome: 264 – 133 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Developments in Rome

- role of the Senate and political alliances; the urban population and the rise of the equestrians
- establishment of the extortion court and changes to the magistracies
- economic and social conditions and problems; the ‘latifundia’, growth of slavery and decline of the free peasantry
- role and contribution of Roman leaders: Fabius Maximus, Scipio Africanus, Flamininus, Scipio Aemilianus, Cato the Elder

2 Roman expansion

- causes, course and consequences of the First Punic War: Trebia, Ticinus, Lake Trasimene, Cannae and Zama
- impact of wars of expansion on Roman politics, economy and society
- the spread, influence and impact of Hellenism
- causes, course and consequences of the Second Punic War
- role of Carthaginian leaders: Hamilcar Barca, Hasdrubal, Hannibal
- consequences of Punic Wars; destruction of Carthage 146 BC
- important changes in Roman naval and land warfare, military recruitment
- political conditions and problems in Rome, Italy and the empire
- provincial administration, taxation and tribute

Option L Rome: Political revolution in Rome 133 – 78 BC

Principal Focus: Through an investigation of the archaeological and written sources for political revolution in Rome 133 – 78 BC, students learn about developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Developments in Rome

- constitutional challenges: the tribunes of the Gracchi
- consequences of the Gracchan tribunes
- role and significance of the tribunes: Saturninus, Livius Drusus, Sulpicius Rufus
- role and impact of violence in politics
- significance of the Social War and the Marian-Sullan Civil War; role of *socii*
- Marius: military career and reforms; significance of his political career
- Sulla: military career; nature and significance of dictatorship and legislation
- role and significance of *nobiles*, *equites*, *optimates*, *populares*

2 Wars and the impact of the empire

- Jugurtha: causes and consequences of the Jugurthine Wars
- Mithridates: causes and consequences of the Mithridatic Wars
- impact of invasions of the Cimbri and Teutones
- agricultural changes, slavery and land reform; role of the *publicani*

Option M Rome: The fall of the Republic 78 – 31 BC

Principal Focus: Through an investigation of the archaeological and written sources for the fall of the Republic 78 – 31 BC, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Political developments in the late Republic

- legacy of Sulla
- Pompey: significance of military and political career
- significance of the consulship of Pompey and Crassus in 70 BC
- role and significance of Cicero
- First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus
- activities and breakdown of the First Triumvirate
- political crises: role of the Senate; use of the army for political purposes; urban violence
- role of *optimates*, *populares*
- Caesar and Pompey: political competition and responsibility for outbreak of the Civil War 49–45 BC
- significance of Caesar's dictatorship

2 Wars and expansion

- Pompey's extraordinary commands and the Eastern Settlement
- Caesar's military activities in Gaul, Germany and Britain
- significance of the Mithridatic and Parthian wars

3 Fall of the Republic

- impact of Caesar's assassination
- formation, activities and breakdown of the Second Triumvirate
- rivalry and Civil War between Mark Antony and Octavian: role of Cleopatra VII; Battle of Actium

Option N Rome: The Augustan Age 44 BC – AD 14

Principal Focus: Through an investigation of the archaeological and written sources for the Augustan Age, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Establishment of the principate

- impact of death of Caesar, early career of Octavian, Second Triumvirate and Civil War
- consequences and significance of the Battle of Actium
- development of the principate: settlements of 27 and 23 BC
- titles, honours and images of the *princeps*

2 The Augustan principate

- Augustus and the Senate: roles and responsibilities
- roles of magistrates and officials
- significance of equestrians and freedmen
- Augustan reforms: political, social, legal, religious and administrative
- 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

3 Augustus and the empire

- Augustus and the army
- provincial government: imperial and senatorial
- frontier policy

Option O Rome: The Julio-Claudians and the Roman Empire AD 14 – 69

Principal Focus: Through an investigation of the archaeological and written sources for Rome in the time of the Julio-Claudian and the Roman Empire AD 14 – 69, students learn about significant developments, forces and historiographical issues that shaped the historical period.

Students learn about:

1 Development of the principate

- impact of the death of Augustus
- changing role of the *princeps* under the Julio-Claudians rulers: Tiberius, Gaius (Caligula), Claudius, Nero
- the Senate: changing role and responsibilities
- reforms and policies of the Julio-Claudian rulers: political, social, legal, religious and administrative
- changing image of the *princeps*
- political roles of the Praetorian Guard and army; role of Sejanus, Macro and Burrus
- significance of building programs
- imperial family and problems of the succession: Livia, Julia, Germanicus, Agrippina the Elder, Messalina, Agrippina the Younger
- consequences of the death of Nero
- role and contribution of Seneca
- Year of the Four Emperors: Galba, Otho, Vitellius, Vespasian

2 The empire

- expansion and consolidation of the empire
- 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

Option P Rome: The Roman Empire AD 69 – 235

Principal Focus: Through an investigation of the archaeological and written sources for the Roman Empire AD 69 – 235, students learn about significant developments, forces and relevant historiographical issues that shaped the historical period.

Students learn about:

1 Political developments

- impact of the Year of the Four Emperors
- constitutional, ideological and political developments of the principate: the Flavian Dynasty: Vespasian, Titus, Domitian
- development of the imperial cult: Vespasian, Trajan, Hadrian, Marcus Aurelius, Septimus Severus
- problems of the succession
- role of significant imperial women: Plotina, Julia Domna, Julia Mamaea
- role and responsibilities of the Senate
- programs and policies: administrative, municipal, legal, financial
- political instability and civil wars AD 193 – 197
- political roles of the Praetorian Guard and the provincial armies

2 Rome and the provinces

- spread of Roman citizenship and the process of Romanisation
- provincial administration: role of Pliny the Younger
- imperial building programs in Rome, Italy and the provinces
- foreign wars and revolts: Gaul, Judaea, Britain, Dacia, Parthia
- the Roman Peace (*pax Romana*)
- foreign policy: defending the frontiers; role of Agricola

11 Assessment and Reporting

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

Higher School Certificate results comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Results are reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the Standards Packages.

11.2 Internal Assessment

The internal assessment mark submitted by the school provides a summation of each student's achievements measured at points throughout the course. The marks for each course group at a school should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on page 79. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

11.3 External Examination

In Ancient History Stage 6 the external examination is a written paper. The specifications for the examination in Ancient History Stage 6 are on page 80.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark

The Board requires schools to submit an assessment mark for each candidate in Ancient History. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the table on pages 79–80.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- in the design and marking of tasks:
 - assessment tasks are designed to focus on outcomes
 - the types of assessment tasks are appropriate for the outcomes being assessed
 - students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
 - tasks reflect the weightings and components specified in the relevant syllabus
 - students know the assessment criteria before they begin a task
 - marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions
 - marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.
- in the feedback and reporting:
 - students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
 - the ranking and relative differences between students result from different levels of achievement of the specified standards
 - marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:

- measures of objectives and outcomes that address values and attitudes should not be included in school-based assessments of students' achievements. (As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements)
- measures that reflect student conduct should not be included.

Assessment Components and Weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

Component	Weighting
Oral presentation	10%
Research	25%
Source analysis	25%
Examination, test items	40%

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark for Ancient History Stage 6 is to be based on the HSC course only. There must be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

Component	Weighting
Oral presentation	10%
Research	25%
Source analysis	25%
Examination, test items	40%

Teachers may use their discretion in determining the manner in which they allocate tasks within course content. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.

11.5 Ancient History HSC Examination Specifications

Time allowed: 3 hours.

The written paper is divided into four sections:

Section I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25 marks)

- There will be three short-answer questions related to the source material provided, which will consist of at least three sources:
 - Question 1 will require students to extract relevant information from some or all of the sources in context. This question may contain a number of parts.
 - Question 2 will require students to use sources and apply their own knowledge to reconstruct aspects of life in Pompeii and Herculaneum.
 - Question 3 will require students to refer to sources and apply their own knowledge to issues of investigating, reconstructing and preserving the past and related ethical issues.
- Candidates must attempt all questions.

Section II: Ancient Societies (25 marks)

- There will be ten questions, one for each ancient society.
- Candidates must attempt ONE question.
- Each question will consist of four or five parts.
- A source will be provided for each society.

Section III: Personalities in Their Times (25 marks)

- There will be twelve questions, one for each personality.
- Candidates must attempt ONE question.
- All questions are of equal value.
- All questions will be in two or three parts, with the last part of the question worth 15 marks.

Section IV: Historical Periods (25 marks)

- There will be sixteen questions, one for each historical period.
- Candidates must attempt ONE question.
- Candidates choose from two alternatives in each question.
- Each question will require an extended response.

Summary of External and Internal HSC Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A written examination consisting of:		Oral Presentation	10
Section I: Core	25	Research	25
• <i>Source-based short-answer questions</i>		Source analysis	25
Section II: Ancient Societies	25	Examination/test items	40
• <i>A question in four or five parts</i>			
Section III: Personalities in their Times	25		
• <i>A question in two or three parts</i>			
Section IV: Historical Periods	25		
• <i>Extended response</i>			
	100		100

12 Post-school Opportunities

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Ancient History assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to Ancient History students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies NSW and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Ancient History. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Ancient History so that the degree of recognition available can be determined.