

# The Australian Curriculum

<b>Subjects</b>	Ancient History
<b>Units</b>	Unit 1, Unit 2, Unit 3 and Unit 4
<b>Curriculum version</b>	Version 8.3
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# Rationale and Aims

## Rationale

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

The Ancient History curriculum begins with a study of the evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. The curriculum concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

The Ancient History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. The Ancient History curriculum caters for the interests of students and teachers by providing choice as well as opportunity for breadth and depth of study across the four units.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world to their close study of features and structures of ancient societies.

## Aims

Ancient History aims to develop students':

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

# Organisation

## Overview of senior secondary Australian Curriculum

ACARA has developed draft senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

## Senior Secondary History subjects

The senior secondary Australian Curriculum: History consists of two subjects – Ancient History and Modern History. Ancient History focuses on the nature of the evidence of the ancient world, and the key features and developments of ancient societies. Modern History focuses on key events, ideas, movements, developments and people that have shaped the modern world.

## Structure of Ancient History

### Units

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The Ancient History curriculum consists of four units. For each unit there are seven to 16 topic electives that focus on a particular event, society, historical period, site, source or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

The four units include:

### **Unit 1: Investigating the Ancient World**

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

### **Unit 2: Ancient Societies**

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

### **Unit 3: People, Power and Authority**

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

### **Unit 4: Reconstructing the Ancient World**

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Ancient History: Concepts and topics across units (PDF)

## **Organisation of content**

The Ancient History curriculum continues to develop student learning in history through the two strands of historical knowledge and understanding, and historical skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

### **Historical knowledge and understanding**

This strand focuses on knowledge and understanding of key institutions, structures and features of ancient societies through the study of significant periods, events, developments, and individuals. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

### **Historical skills**

This strand presents skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Foundation to Year 10 curriculum and which continue to be developed in the Ancient History curriculum. These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

### **Relationships between the strands**

The two strands are interrelated and the content has been written to enable integration of the strands in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the historical knowledge and understanding strand.

## **Organisation of achievement standards**

The Ancient History achievement standards are organised as two dimensions: knowledge and understanding, and historical skills, and describe five levels of student achievement. These follow the organisation of the content to provide a clear alignment that may be helpful to teachers of Ancient History.

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained *a priori* without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas

## Links to Foundation to Year 10

The Ancient History curriculum continues to develop student learning in history through the same strands used in the Foundation to Year 10 history curriculum, although the historical knowledge and understanding strand includes a wider range of concepts and contexts for historical study.

The Ancient History curriculum continues to provide opportunities to study world history in the ancient period in more depth. This includes contexts related to Egypt, the Near East, Greece, Rome and Asia.

The Ancient History curriculum continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

## Representation of General capabilities

The seven general capabilities of *Literacy*, *Numeracy*, *Information and Communication technology (ICT) capability*, *Critical and creative thinking*, *Personal and social capability*, *Ethical understanding*, and *Intercultural understanding* are identified where they offer opportunities to add depth and richness to student learning. Teachers will find opportunities to incorporate explicit teaching of the capabilities depending on their choice of learning activities.

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

*Numeracy* is useful in the historical inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

*Information and Communication Technology (ICT) capability* is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

*Critical and creative thinking* is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. , Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

*Personal and social capability* skills are developed and practiced in Ancient History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Ancient History. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past and their source work in particular, students develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.

*Ethical understanding* provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.



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

## **Representation of Cross-curriculum priorities**

The *Aboriginal and Torres Strait Islander histories and cultures* is addressed in this subject through the investigation of sites of significance to Aboriginal and Torres Strait Islander people, and the preservation and conservation of those sites. Students develop skills to engage with relevant issues, and the subject includes the ethical concerns associated with the treatment and display of physical and human remains.

*Asia and Australia's engagement with Asia* includes study of India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Chinese society. The subject also includes the role of individuals in society, and key developments in particular historical periods to develop an understanding of India and China in ancient times.

*Sustainability* provides opportunities to study of the use of technology in ancient times to access resources and control the environment.

# Unit 1: Investigating the Ancient World

## Unit Description

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of ONE ancient site, event or change, individual or group through to modern times.

This study provides an opportunity to explore key artifacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence including the ethical practice, ownership and representation of the ancient world. The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

## Learning Outcomes

By the end of this unit, students:

- understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past
- understand issues related to the ownership, custodianship, preservation and display of material from the ancient past
- apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation
- use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate a historical explanation or argument.

## Content Descriptions

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### Historical Skills

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All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

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#### Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH001)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)

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#### Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH003)

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

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)

Identify and practise ethical scholarship when conducting research (ACHAH006)

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#### Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH007)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH008)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH009)

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#### Perspectives and interpretations

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

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH011)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH012)

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#### Explanation and communication

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Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH013)

Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH014)

Apply appropriate referencing techniques accurately and consistently (ACHAH015)

## Historical knowledge and understanding

*Students investigate the significant issues related to at least TWO of the following topics:*

- *Historical authentication and reliability*
- *Preservation, conservation, and/or reconstruction of ancient sites*
- *Cultural heritage, ownership and the role of museums*
- *Treatment and display of human remains*

*AND*

*Students study how at least ONE ancient site, event or change, individual or group, chosen from the following topic electives, has been interpreted and represented:*

<i>Ancient site</i>	<i>Events and changes</i>	<i>Individual</i>	<i>Group</i>
<i>Ancient Thera (Santorini)</i>  <i>Masada</i>	<i>The Battle of Kadesh</i>  <i>The destruction of Troy</i>  <i>The 'Fall' of the Roman Empire in the West</i>  <i>The Roman Games</i>	<i>Alexander the Great</i>  <i>Cleopatra</i>  <i>Cao Cao</i>	<i>The Celts</i>  <i>The Early Christians</i>

*There are opportunities to make connections between the significant issues and the ancient site, events and changes, individual or group studied, for example the historical authentication and reliability of Homer's Iliad as evidence for the destruction of Troy.*

*An alternative study of an ancient site, event, individual or group may be up to circa AD 650 from any part of the world, for example Lake Mungo; the Classical Maya; the Etruscans; Hannibal; Ashoka the Great; Boudicca, the assassination of Julius Caesar. Any topic other than the suggested topic electives should be chosen on the basis that the ancient site, events and changes, individual or group has been interpreted and represented in different ways, and has been the subject of some controversy.*

*Students study at least TWO of the following, which are to be taught with the requisite historical skills described at the start of this unit:*

## Historical authentication and reliability

How evidence from the ancient world has been lost, destroyed and re-discovered (ACHAH016)

Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the

reliability of ancient writers who did not witness the events they describe (ACHAH017)

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Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018)

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Ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACHAH019)

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The motivations of the perpetrators of fakes and forgeries, and the significance of the evidence they were intended to provide about the ancient past (ACHAH020)

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## **Preservation, conservation, and/or reconstruction of ancient sites**

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The nature of the site/s, and the condition and extent of the remains (ACHAH021)

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Issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site (for example environmental factors, war, terrorism, pillaging, poverty) (ACHAH022)

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The effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s, including relevant national or international charters or conventions (for example, UNESCO) and international efforts to protect ancient sites of world heritage significance (ACHAH023)

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The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda. (ACHAH024)

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## **Cultural heritage, ownership and the role of museums**

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

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

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The nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027)

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The role of museums in acquiring, collecting, and storing artefacts/cultural materials (ACHAH028)

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

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## **Treatment and display of human remains**

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The condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACHAH030)

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The methods and results of scientific analysis (forensic techniques) and modern preservation of the remains (ACHAH031)

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The significance of the human remains for an understanding of the life and times in which they lived, including the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment (ACHAH032)

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The ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACHAH033)

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*Students study at least ONE ancient site, event, individual or group, from the following, which is to be taught with the requisite historical skills described at the start of this unit:*

### Ancient Thera (Santorini)

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The geographic and historical context of Ancient Thera, including the location of Thera/Santorini in relation to mainland Greece and Crete, the Bronze-Age Aegean period, the origins of the Theran settlement, the rediscovery of Akrotiri and excavations at the site (ACHAH034)

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The nature of the sources most relevant to these interpretations and representations, for example Plato's dialogues about Atlantis (Timaeus and Critias c.360 BC), the Akrotiri wall paintings (the Spring Fresco, the Naval Campaign Fresco, The Young Boxers and the Fisherman Fresco), pottery, sculpture and other artefacts, and the site layout and architecture for Thera and Akrotiri (ACHAH035)

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The different interpretations and representations of Thera and the eruption (from the ancient past, to the more recent past, to today), including the portrayal of Ancient Thera as the legendary Atlantis, the significance of the site as a trading or religious settlement, the relationship of ancient Thera to the Minoan civilisation on Crete, and the extent of the impact of the Theran eruption on the Minoan civilisation on Crete and on the wider Mediterranean world (ACHAH036)

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The historical context of the interpretations and representations of Ancient Thera and why these have changed over time, including the legends surrounding the Aegean volcanic island of Thera, the role of scientific research into the date and size of the Theran earthquakes and eruption, the evolving portrayal of Akrotiri's features and its significance as a result of archaeological excavation and analysis (ACHAH037)

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The reliability and contestability of the interpretations and representations of ancient Thera, including the written and archaeological evidence for the Atlantis legend, the dating of the Theran eruption and the extent of its impact, the interpretation of the Akrotiri wall paintings, the commercial and religious significance of the Theran sites, and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH038)

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### Masada

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The geographic and historical context of Masada, including its location and physical features, an overview of the Roman control of Judaea and the organisation of the province, the problems between the Jews and the Romans leading to the outbreak of war, the course of the siege of Masada, the role of Jewish rebels, and the Roman occupation of Masada (ACHAH039)

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The nature of the sources most relevant to these interpretations and representations, for example Josephus Flavius' The Jewish War, written and archaeological evidence for Roman military tactics and siege warfare, and the excavation work of Yigael Yadin (ACHAH040)

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The different interpretations and representations of Masada (from the ancient past to the more recent past, to today) including the notion of the event as a Roman victory, and re-evaluations of Masada as a symbol of Jewish persecution (ACHAH041)

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The historical context of the interpretations and representations of Masada and why these have changed over time (ACHAH042)

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The reliability and contestability of the interpretations and representations of Masada, including the accuracy of Josephus Flavius' account in *The Jewish War*, debates about the meaning of the events at Masada in AD 73-74, the role of archaeology, and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH043)

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## The Battle of Kadesh

The geographic and historical context of the Battle of Kadesh in the reign of Rameses II, including the nature of the Egyptian empire, Hittite expansion, the location of the battle on the Orontes river, and the causes and course of the battle (ACHAH044)

The nature of the sources most relevant to these interpretations and representations, for example the reliefs of the battle in the Abu Simbel temple, inscriptions including the 'Poem' and the 'Bulletin', the references to the battle in Hittite texts, the Egyptian–Hittite peace treaty inscription; and the significance of the sources in the reconstruction of the battle (ACHAH045)

The different interpretations and representations of the Battle of Kadesh (from the ancient past, to the more recent past, to today), including the portrayal of the battle by Rameses II as a decisive Egyptian victory, and more recent portrayals of the battle as a stalemate (ACHAH046)

The historical context of the interpretations and representations of the Battle of Kadesh and why these have changed, for example the importance of the warrior pharaoh ideal in Rameses II's depiction of events (ACHAH047)

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

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## The destruction of Troy

The geographic and historical context of the destruction of the Troy, evidence of different layers of Troy throughout the ancient past, including Anatolian (Troy I-V) Bronze Age (Troy VI and VII), and ancient civilisations linked to Troy: Bronze Age Greece, the Mycenaeans and Hittite Empire in 13<sup>th</sup> Century BC, King Hattusili and the Ahhiyawa Kingdom (ACHAH049)

The nature of the sources most relevant to the representations portrayed, for example the Homer's *Iliad*; archaeological evidence from Mycenae; Hissarlik/Troy and the foreign office records of the Hittites including the Manapu-Tarhunda letter and Tawagalawa Letter; the discoveries at Troy by Schliemann, Dörpfeld, Blegen; the significance of the sources in the reconstruction of the Trojan War; and the evidence that Wilusa is Troy (ACHAH050)

The differing representations and interpretations of the destruction of Troy (from the ancient past, to the more recent past, to today), including the tradition of the 'Trojan War'; the role of Paris and Helen in the Trojan War; and that Troy was destroyed by earthquake and fire (Dörpfeld's reinterpretation of Troy II and VI) (ACHAH051)

The historical context of the representations and interpretations of the destruction of Troy and why these have changed over time, for example maritime archaeology; the importance of the discovery of the Hittite foreign office records at Hattusa; excavations by Dörpfeld, Blegen and Korfmann (ACHAH052)

The reliability and contestable nature of the representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis (ACHAH053)

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## The 'Fall' of the Roman Empire in the West

The geographic and historical context of the 'fall' of the Roman Empire in the West, including the Battle of Adrianople in AD

378, the Sack of Rome in AD 410 by Alaric and the Visigoths, and the abdication of Romulus Augustus as the last Roman Emperor in the West in AD 476 (ACHAH054)

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The nature of the sources most relevant to these interpretations and representations, for example the writings of Julian, Ammianus Marcellinus, Orosius, Augustine City of God, and Zosimus (ACHAH055)

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The different interpretations and representations of the 'fall' of the Roman Empire in the West (from the ancient past, to the more recent past, to today), including Gibbon's *Decline and Fall of the Roman Empire*, and his view that the Roman Empire fell as a result of barbarian invasions and the promotion of Christianity; and the modern understanding of the "fall" of the Roman Empire in the West as a period of transformation (ACHAH056)

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The historical context of the interpretations and representations of the 'fall' of the Roman Empire and why these have changed over time, for example the importance of the Pagan versus Christian interpretations of events at the time and various modern reinterpretations (ACHAH057)

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The reliability and contestability of the interpretations and representations of the 'fall' of the Roman Empire, including the significance of source selection, omission, emphasis and gaps in evidence, for example debates about what is meant by the 'decline and fall' of the Roman empire (ACHAH058)

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## The Roman Games

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The geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues (ACHAH059)

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The nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics (ACHAH060)

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The different interpretations and representations of the games (from the ancient past to the present), including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films (ACHAH061)

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The historical context of the interpretations and representations and why these have changed, for example romantic representations, Christian interpretations, and modern versions of gladiatorial contests (ACHAH062)

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The reliability and contestability of interpretations and representations of the games, including the origins of the games (foreign or roman); debates about the political significance of the games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH063)

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## Alexander the Great

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The background to Alexander, including the nature of Macedonian kingship and political institutions; the expansion of Macedon under Philip II and the emergence of Macedon as a Mediterranean power; and Alexander's education, early experiences and accession to the throne (ACHAH064)

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The nature of the sources most relevant to the interpretations and representations of Alexander, for example: the writings of Plutarch, Arrian, and Curtius Rufus (including their own sources); Macedonian and Hellenistic representations (for example



coins and statues); and Roman (literary and portraiture), Medieval (including art) and modern representations (including film and the work of modern historians for example Robin Lane Fox and Brian Bosworth) (ACHAH065)

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The different interpretations and representations of Alexander (from the ancient past to the present), including Alexander as 'the great general', the philhellene, the founder of cities; and representations of his character and personality (for example Alexander's official portraiture), Alexander as god (Siwah), his relationships with his generals and troops (the murder of Cleitos), and his relations with Persia (the burning of Persepolis and the marriages at Susa) (ACHAH066)

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The historical context of the interpretations and representations and why these have changed over time, including romantic representations, the model of generalship, and changing ideas about violence and imperialism (ACHAH067)

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The reliability and contestability of interpretations and representations of Alexander in ancient and modern written sources, images and film, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH068)

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## Cleopatra

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The background to Cleopatra, including the kingdoms of the Hellenistic world, the Ptolemaic dynasty in Egypt and the role of Ptolemaic women, the significance of Egypt within the Mediterranean world at the time, Egypt's relationship with Rome, the significance of Egypt in Rome's civil wars, and how Cleopatra rose to power (ACHAH069)

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The nature of the sources most relevant to these interpretations and representations, for example Plutarch, Horace, Shakespeare, Lucy Hughes-Hallett, portraiture from different periods, and representations in film (ACHAH070)

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The different interpretations and representations of Cleopatra (from the ancient past to the present), including how Cleopatra represented herself in monuments and inscriptions; her portrayals as the enemy of Rome, a femme fatale, the saviour of Egypt, and a victim; and modern feminist representations (ACHAH071)

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The historical context of the interpretations and representations of Cleopatra and why these have changed, for example her Macedonian ancestry and her depiction using traditional Egyptian artistic conventions (ACHAH072)

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The reliability and contestability of interpretations and representations of Cleopatra, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH073)

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## Cao Cao

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The background to Cao Cao, including an overview of Later Han dynasty society and the imperial bureaucracy, and the rise of Cao Cao (AD 155-220) as founder of the Wei kingdom (ACHAH074)

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The nature of the sources most relevant to the interpretations and representations of Cao Cao, including his poems and autobiography (AD 211) (ACHAH075)

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The different interpretations and representations of Cao Cao and how these have changed (from the ancient past, to the more recent past, to today), including his portrayals as a usurper, a brilliant but flawed tyrant, a military leader and hero, and as the 'man from the margins' (Rafe de Crespigny) (ACHAH076)

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The historical context of the interpretations and representations of Cao Cao, including the interpretations of his rise to power at the imperial court, the Chinese tradition of the heroes of the Three Kingdoms, the Battle of Red Cliff (AD 208) and the Battle of Guandu (AD 200) (ACHAH077)

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The reliability and contestability of the interpretations and representations of Cao Cao, including Cao Cao as a 'tyrant' versus a 'good administrator'; the accuracy of the portrayal of Cao Cao as a villain in the novel *Romance of the Three Kingdoms*; issues of political slander and propaganda, and the influence of contemporary circumstances on reassessments of Cao Cao; and the significance of source selection, omission, emphasis and gaps in evidence (ACHAH078)

## The Celts

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The geographical and historical context of the Celts, including main Celtic groups and cultures – Urnfield (1200-600BC), Hallstatt (700 – 500BC) and La Tène (500BC – AD100); social structure; cultural practices; Celtic art; technology; religious beliefs and Druidism; death and burial; interaction with other civilizations; conquest by the Romans; significant individuals for example Vercingetorix, Boudicca (ACHAH079)

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The nature of the sources and sites, including Vix and Hochdorf Burial; relevant excerpts from Caesar's *Gallic War* VII, Dio Cassius *Roman History* Books 40 & 43 (Vercingetorix) and Book 62 (Boudicca), Tacitus *The Annals* Books 14 (Boudicca), Asterix series, statues and other artistic representations of Boudicca and Vercingetorix (ACHAH080)

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The different interpretations and representations of the Celts (from the ancient past, to the most recent past, to today) including depiction as barbarians and/or rebels by Roman sources, freedom fighters in British and Gallic tradition, propaganda by Napoleon (ACHAH081)

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The historical context of the interpretations and representations of the Celts and why these have changed over time, for example Ancient Roman interpretations, modern imperialist and nationalistic propaganda, Celtic cultural legacy (art, music, language and beliefs) (ACHAH082)

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The reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence (ACHAH083)

## The Early Christians

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The geographic and historical context of the Early Christians, including an overview of the life of Christ and the crucifixion; the Jewish and Hebrew tradition, key aspects of Graeco-Roman religion; the spread of Christianity throughout the Roman Empire; the Roman response including riots during Claudius' reign, Nero and the Great Fire, the persecution of Christians by Marcus Aurelius, Decius, Galerius, and Diocletian; and the Edict of Milan (ACHAH084)

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The nature of the sources and sites most relevant to these interpretations and representations, for example relevant excerpts from the Gospels, St Paul's *Letters*, The Acts of the Apostles, Josephus, the Martyr Acts, the Catacombs, Eusebius, Antioch and Alexandria and the significance of the sources in the reconstruction of the lives of the Early Christians (ACHAH085)

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The different interpretations and representations of the Early Christians (from the ancient past, to the more recent past, to today), as revealed in St Paul's Letters, anti-Christian graffiti, Suetonius' *Life of Claudius*, Tacitus, Pliny the Younger, Renaissance art, and films for example *Ben Hur* (ACHAH086)

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The historical context of the interpretations and representations of the Early Christians and why these have changed over time, for example the importance of Constantine's 'adoption' and legalisation of Christianity (ACHAH087)

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The reliability and contestability of the interpretations and representations of the Early Christians and their treatment in the Roman Empire to AD337, including the significance of source selection, omission, emphasis and gaps in evidence (ACHAH088)





## Unit 2: Ancient Societies

### Unit Description

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied. The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies.

Students are required to make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

### Learning Outcomes

By the end of this unit, students

- understand the political, social, economic and other significant features of ancient societies and the relationship between them
- understand that interpretations of the past change over time and are dependent on the perspective and context of the source
- apply key concepts as part of a historical inquiry including evidence, reliability and usefulness of sources, significance, perspectives and interpretations
- use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument.

## Content Descriptions

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### Historical skills

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All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

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#### Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH089)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH090)

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#### Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH091)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH092)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH093)

Identify and practise ethical scholarship when conducting research (ACHAH094)

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#### Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH095)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHAH096)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH097)

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#### Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH098)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH099)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH100)

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#### Explanation and communication

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Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH101)

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Communicate historical understanding by selecting and using text forms appropriate to purpose and audience (ACHAH102)

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Apply appropriate referencing techniques accurately and consistently (ACHAH103)

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## **Historical knowledge and understanding**

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*Students study TWO of the following topic electives, which are to be taught with the requisite historical skills described at the end of this unit.*

- *Old Kingdom Egypt, 3rd to 6th Dynasties*
- *Egypt in the Ramesside Period, 19th and 20th Dynasties*
- *Bronze Age Greece: Minoans or Mycenaeans, 2000 – 1100 BC*
- *Sparta, c. 700 – 371 BC*
- *Persia, 559 – 330 BC*
- *Rome, 753 – 264 BC*
- *Rome, 264 – 133 BC*
- *Ptolemaic Egypt, 331 BC – AD 31*
- *China in the Qin and Han Dynasties, 221 BC – AD 220*
- *Israel and Judah, 961 – 586 BC*
- *Assyria, 721 – 612 BC*
- *India in the Mauryan Dynasty, 321 – 185 BC*

*For the chosen society, students investigate the chronological and geographical context, social structure, political institutions, economic activities; and ONE of the following features as appropriate for the society selected:*

- *Slavery*
  - *Art and architecture*
  - *Weapons and warfare*
  - *Technology and engineering*
  - *The family*
  - *Beliefs, rituals and funerary practices*
- 

*For each chosen society, students investigate the nature of the ancient society at the start of the period, including:*

### **The chronological and geographical context**

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A broad chronological overview, from the origins of the society to the period that is the focus for investigation (ACHAH104)

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The geographic location, including the nature of the environment and its influence on the society (ACHAH105)

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### **Social structure**

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

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The role and status of, and attitudes towards, women (ACHAH107)

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The role of, and attitude towards, children and education (ACHAH108)

### **Political institutions**

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The key features of political organisation for example monarchy, kingship, tyranny, republic, democracy (ACHAH109)

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The role and function of key political institutions and political positions (ACHAH110)

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The key legal structures (ACHAH111)

### **Economic activities**

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The nature and importance of economic activity for example agriculture, commerce, industry, trade and building programs (ACHAH112)

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The organisation of free and indentured labour (ACHAH113)

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Economic exchange for example tribute, taxation and coinage (ACHAH114)

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*In addition, for each chosen society, students study ONE of the following features as appropriate, which is to be taught with the requisite historical skills described at the start of this unit:*

### **Slavery**

**The forms of slavery and its significance, including:**

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the nature of the sources for slavery and evidence for the origins of slavery (ACHAH115)

---

composition of slave groups, occupations (of men, women and children) and treatment (ACHAH116)

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the economic importance of slavery (ACHAH117)

---

attitudes to slavery, the status of slaves and their relationship with masters (ACHAH118)

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the extent of slavery and significant events in the history of slavery , for example revolts. (ACHAH119)

### **Art and architecture**

**The nature and significance of art and architecture, including:**

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

---

themes and styles of art (ACHAH121)

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the main features, materials, purpose and function of various forms of architecture (ACHAH122)

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the role and significance of art and architecture, public and private (ACHAH123)

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evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest. (ACHAH124)



## Weapons and warfare

### **The development of weaponry and methods of warfare, including:**

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the nature of the sources for weapons and warfare, and early evidence for military encounters in the ancient world (ACHAH125)

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the composition and role of armies and navies and changes in forms of weapons and military tactics (ACHAH126)

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the life of soldiers, their training and the conditions of service (ACHAH127)

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the significance of the military (ACHAH128)

---

the political, economic and social impact of warfare and conquest. (ACHAH129)

## Technology and engineering

### **The innovations in technology and engineering and their influence on daily life, including:**

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the nature of the sources for technology and engineering (ACHAH130)

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technological feats in construction materials and methods related to buildings, structures and statues (ACHAH131)

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forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation) (ACHAH132)

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the use of technology in ancient times to access resources and control the environment (ACHAH133)

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the impact of technological innovations on social, economic and political development and their legacy. (ACHAH134)

## The family

### **The role and characteristics of the family, including:**

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the nature of the sources for the family, and early depictions of the family (men, women and children) in the historical record (ACHAH135)

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beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, infanticide, gender, leisure activities (ACHAH136)

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different concepts of the family, family structures and family ties, and the roles and relationships within the family, including the role and status of women (ACHAH137)

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concepts of childhood and childhood experiences, including: education, rites of passage, age of maturity (ACHAH138)

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the significance of the family in social and political life. (ACHAH139)

## Beliefs, rituals and funerary practices

### **The different beliefs, rituals and funerary practices, including:**

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the nature of the sources for beliefs, rituals and funerary practices (ACHAH140)

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the dominant beliefs and rituals (ACHAH141)

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the influence and significance of beliefs and rituals (ACHAH142)

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attitudes to and beliefs about death, and the concept of an afterlife (ACHAH143)

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funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status.  
(ACHAH144)

## Units 1 and 2 Achievement Standards

### Knowledge and understanding

A	B	C	D	E
<ul style="list-style-type: none"> <li>evaluates the significance of issues associated with the use of sources and evidence for the ancient world</li> <li>evaluates key features and structures of ancient societies and how they shaped people's lives and actions in the past</li> <li>assesses the significance of individuals, events, features and developments of the ancient world</li> <li>analyses the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and evaluates their usefulness in explaining the past</li> </ul>	<ul style="list-style-type: none"> <li>assesses the significance of issues associated with the use of sources and evidence for the ancient world</li> <li>explains key features and structures of ancient societies and how they shaped people's lives and actions in the past</li> <li>explains the significance of individuals, events and developments of the ancient world</li> <li>explains the contestable nature of different interpretations and representations related to a site, event or change, individual or group, and analyses their usefulness in explaining the past</li> </ul>	<ul style="list-style-type: none"> <li>explains the issues associated with the use of sources and evidence for the ancient world</li> <li>describes key features and structures of ancient societies and how they shaped people's lives</li> <li>describes the significance of individuals, events and developments of the ancient world</li> <li>describes contested views of a site, event or change, individual or group, and their usefulness in explaining the past</li> </ul>	<ul style="list-style-type: none"> <li>identifies the issues associated with the use of sources for the ancient world</li> <li>identifies key features of ancient societies</li> <li>identifies individuals and events of the ancient world</li> <li>describes different interpretations and representations of the past</li> </ul>	<ul style="list-style-type: none"> <li>identifies sources for the ancient world</li> <li>identifies ancient societies</li> <li>identifies some individuals and events of the ancient world</li> <li>identifies interpretations and representations of the past</li> </ul>

## Skills

A	B	C	D	E
<ul style="list-style-type: none"> <li>• undertakes an historical inquiry selecting and using relevant evidence based on a critical evaluation of reliable and useful sources</li> <li>• critically evaluates alternative historical interpretations and representations by selecting and using relevant evidence from a range of sources</li> <li>• develops convincing historical arguments with valid and <a href="#">sustained</a> reasoning by synthesising relevant evidence from different sources, and by acknowledging alternative interpretations</li> <li>• <a href="#">communicates</a> <a href="#">complex</a> ideas and <a href="#">coherent</a> and <a href="#">sustained</a> arguments using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an historical inquiry selecting and using relevant evidence based on an assessment of reliable and useful sources</li> <li>• analyses different historical interpretations and representations selecting and using relevant evidence from a range of sources</li> <li>• develops convincing historical arguments with valid reasoning by synthesising relevant evidence from different sources, and by acknowledging different interpretations</li> <li>• <a href="#">communicates</a> ideas and <a href="#">coherent</a> arguments using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an historical inquiry selecting and using evidence from a range of appropriate sources</li> <li>• explains different historical interpretations and representations using available evidence</li> <li>• develops <a href="#">reasoned</a> historical arguments using evidence from different sources, and with reference to some interpretations</li> <li>• <a href="#">communicates</a> ideas and arguments using appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• researches a historical inquiry and locates answers in sources</li> <li>• identifies historical interpretations and representations</li> <li>• develops historical accounts using evidence from a limited number of sources</li> <li>• <a href="#">communicates</a> a limited argument with referencing</li> </ul>	<ul style="list-style-type: none"> <li>• researches a topic and locates answers</li> <li>• identifies different viewpoints about the past</li> <li>• recounts historical events</li> <li>• <a href="#">communicates</a> information with minimal referencing</li> </ul>

## Unit 3: People, Power and Authority

### Unit Description

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual.

Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives, interpretations and contestability.

### Learning Outcomes

By the end of this unit, students:

- understand the nature and extent of change and continuity within the historical period
- understand developments in power and authority over time and the role and impact of a significant individual on society
- apply key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives, interpretations and contestability
- analyse and evaluate interpretations and communicate historical argument using a range of evidence.

## Content Descriptions

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### Historical skills

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All the following skills will be studied during this unit.

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#### Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH145)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH146)

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#### Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH147)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH148)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH149)

Identify and practise ethical scholarship when conducting research (ACHAH150)

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#### Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH151)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH152)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH153)

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#### Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHAH154)

Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH155)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH156)

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#### Explanation and communication

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Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH157)

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Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH158)

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Apply appropriate referencing techniques accurately and consistently (ACHAH159)

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## Historical knowledge and understanding

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*Students will study ONE of the following societies:*

- New Kingdom Egypt to the death of Horemheb
- Persia, 560 – 330 BC
- Archaic Greece, 900 – 600 BC
- Athens, 490 – 445 BC
- Rome, 133 – 63 BC
- Rome, 63 BC – AD 14
- Later Han and the Three Kingdoms, AD 180 – 280

AND

*Students study ONE of the following individuals:*

- Akhenaten
- Augustus
- Caesar
- Cicero
- Cimon
- Darius I
- Hatshepsut
- Liu Bei
- Livia
- Pericles
- Solon
- Sulla
- Themistocles
- Thutmose III
- Zhuge Liang
- Xerxes

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*Students study ONE of the following societies which is to be taught with the requisite historical skills described at the start of this unit:*

### New Kingdom Egypt to the death of Horemheb

#### Background for the period (approximately 10 percent of the teaching time for this topic)

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The historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt (ACHAH160)

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The nature of power and authority at the beginning of the New Kingdom, including the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule); religion (significance of the pharaoh as god-king, Son of Re, Lord of the Two Lands, Upholder of Maat, the role and importance of Amun); the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier); and the bureaucracy (methods of taxation, commerce and trade) (ACHAH161)

#### Power and authority – change and development

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The role of 17th dynasty rulers, including queens, in the expulsion of the Hyksos and the establishment of the 18th dynasty (ACHAH162)

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The consolidation of the 18<sup>th</sup> dynasty in relation to the role and growing status of the Amun cult and Egyptian queens who took the title 'God's Wife of Amun' (ACHAH163)

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The religious, political and economic importance of pharaonic building programs, including the cult temples of Luxor and Karnak; the royal mortuary temples (western Thebes); the tomb builders' village, Deir el Medina; the significance of Theban festivals (ACHAH164)

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Conquest and expansion in Nubia and Syria-Palestine, the iconography of the 'warrior pharaoh', and the nature of Egyptian imperialism (ACHAH165)

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The development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire and the evidence provided by the military careers of at least TWO key individuals, for example Ahmose son of Ebana and Ahmose Pennekhbet (ACHAH166)

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The nature of the empire and its impact on economic development, including the significance of booty, tribute and trade (ACHAH167)

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The nature and impact of the Amarna revolution (ACHAH168)

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The nature and significance of the Restoration of Amun and other gods under Tutankhamun and Horemheb (ACHAH169)

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The changing nature of Egypt's relations (for example warfare and diplomacy) with other powers, in particular the Mitanni and Hittites (ACHAH170)

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## Persia 560 – 330 BC

### Background for the period (approximately 10 percent of the teaching time for this topic)

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The historical and geographical context, including Persian origins, neighbouring countries (ACHAH171)

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The nature of power and authority at the beginning of the period, including the social and political structure of Persian society (the role of king and court, the 'bandaka', the role of the family, tribal, and clan systems, royal women, commoners, subject peoples); religion (worship of the god Ahuramazda, the relationship of the king to Ahuramazda); the role of the priesthood and the nature of ritual (the Magi, fire altars, royal funerary customs, the significance of Zoroaster as a prophet); the economy (the nature and importance of agriculture, tribute and trade, Corvée obligations); and the military (the role and composition of the Persian army, the leadership structure and the role of the royal family) (ACHAH172)

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### Power and authority – change and development

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The reasons for the establishment of the Achaemenid dynasty under Cyrus II and its consolidation under Cambyses, Darius and Xerxes (ACHAH173)

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Issues related to dynastic succession, the iconography of Achaemenid kingship, and the role and importance of the bureaucracy (arstibara, vacabara, hazarapatish) (ACHAH174)

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The nature and importance of the imperial administration, including the role of the king, the military, the satrapy system, legal structures and laws; taxation; the development of coinage, weights and measures; the importance of communication and transport, for example the Royal Road; and the role of foreign workers, crafts and industry in Achaemenid building programs

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(ACHAH175)

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The nature and extent of imperial expansion, warfare, conquest and diplomacy, including the suppression of revolts for example in Babylon and Egypt, the invasions of Greece and the nature of Persian imperialism (ACHAH176)

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The importance of building programs as expressions of power, and the achievements of the Achaemenid dynasty in art and architecture; the royal capitals at Pasargadae, Susa, and Persepolis (ACHAH177)

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The impact of the religious policies of Persian kings within Persia and the empire, including Bel-Marduk, Hebrew beliefs and Egyptian gods (ACHAH178)

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The status of conquered powers within the empire and treatment of subject peoples, including Babylonians, Egyptians and Jews (ACHAH179)

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Reasons for the decline and collapse of the Persian Empire including Alexander the Great's invasion and the death of Darius III (ACHAH180)

## Archaic Greece 900 – 600 BC

### Background for the period (approximately 10 percent of the teaching time for this topic)

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The historical and geographical context, including the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia (ACHAH181)

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The nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the Athenian polis (hereditary kingship, the role of clans and phratriae); the emergence of the Spartan polis and role of kings (ACHAH182)

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### Power and authority – change and development

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

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The political, economic and cultural influence of Ionia on Athenian development (ACHAH184)

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Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly (ACHAH185)

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Causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture (ACHAH186)

---

The political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class (ACHAH187)

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The impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet (ACHAH188)

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The causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power (ACHAH189)

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The emergence of Pan-Hellenic sites for example Dodona and Delphi; the importance of omens and oracles for example Zeus and Apollo at Delphi; the religious and political significance of the Pan-Hellenic Games, including Olympic, Pythian, Isthmian, and Nemean Games (ACHAH190)

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The nature and significance of technological innovation in pottery and monumental architecture (ACHAH191)

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## Athens 490 – 445 BC

### Background for the period (approximately 10 percent of the teaching time for this topic)

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The chronological and geographical context of Athens in 490 BC, including Cleisthenes' democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490BC, the Athenian response, and the Ionian Revolt (ACHAH192)

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The nature of power and authority in Athens in 490 BC, including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthenes' reforms (ACHAH193)

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### Power and authority - change and development

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The causes, course and consequences of conflict with Persia in 490 BC with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades (ACHAH194)

---

The development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendancy of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi (ACHAH195)

---

The Persian Wars 481-478 BC, including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens (ACHAH196)

---

The reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens (ACHAH197)

---

Initial campaigns under Cimon to 461BC and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power (ACHAH198)

---

The rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliaea (ACHAH199)

---

Athens' changing foreign policy in 461BC, its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall (ACHAH200)

---

The significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445BC (ACHAH201)

---

The beginnings of Periclean Athens, including democratic reforms and the building program (ACHAH202)

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## Rome 133 – 63BC

### Background for the period (approximately 10 percent of the teaching time for this topic)

---

The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH203)

---

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

### **Power and authority – change and development**

---

Reasons for the reforms of Tiberius and Gaius Gracchus, the methods used by the Gracchi, and the political, economic and social impact of the reforms (ACHAH205)

---

The tribunate and growing tensions between the optimates and populares between 133-63BC (ACHAH206)

---

The reasons for Marius' first consulship, his command against Jurgurtha, the significance of his subsequent consulships and extraordinary commands against the Teutones and Cimbri (ACHAH207)

---

The military reforms of Marius, the growth of client armies and their impact on Roman politics and society to 63BC (ACHAH208)

---

The origins and key events of the Italian Wars and the subsequent changes to citizenship (ACHAH209)

---

The reasons for Sulla's March on Rome, the Civil War, Sulla's dictatorship and the effectiveness of the so-called 'Sullan Restoration' on the powers of the tribunate and Senate (ACHAH210)

---

The reasons for, and nature of, the extraordinary commands of Pompey up to 63BC and their impact on the Roman Republic, including the commands against Lepidus and Sertorius, the *lex Gabinia* and *lex Manilia* (ACHAH211)

---

The significance of Cicero's consulship, the Catiline Conspiracy and the *Concordia Ordinum* (ACHAH212)

---

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

## **Rome 63BC – 14AD**

### **Background for the period (approximately 10 percent of the teaching time for this topic)**

---

The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies (ACHAH214)

---

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

### **Power and authority – change and development**

---

The reasons for the formation of the 'First Triumvirate' of Caesar, Crassus and Pompey, including tensions between the optimates and populares (ACHAH216)

---

Caesar's first consulship, his legislative program, and his acquisition of the Gallic Command (ACHAH217)

---

The reasons for the breakdown of the 'First Triumvirate' and the key events of the Civil War, including Caesar versus Pompey and the optimates; battles of Pharsalus, Thapsus and Munda (ACHAH218)

---

Caesar's dictatorship, including his constitutional position, reform program and the reasons for his assassination (ACHAH219)

---

The reasons for the formation of the 'Second Triumvirate' of Antony, Lepidus and Octavian (ACHAH220)

---

The nature of the tensions and rivalry between Octavian and Mark Anthony, the breakdown of the 'Second Triumvirate', Cleopatra and the significance of the Battle of Actium (ACHAH221)

---

The purpose and nature of the 1st and 2nd Settlements of Augustus, subsequent developments, and their impact in consolidating his authority (ACHAH222)

---

The reasons for the reforms of Augustus and their political, social, military, cultural and economic impact on the Roman Republic (ACHAH223)

---

The role and impact of violence in Roman politics, including the use of client armies and civil war (ACHAH224)

---

The nature and objectives of Augustus' foreign policy (ACHAH225)

---

## Later Han and the Three Kingdom, AD 180 – 280

### Background for the period (approximately 10 percent of the teaching time for this topic)

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The historical and geographical context in AD 180, the geographical extent of the Chinese state, the location of the capital Luoyang, including the significance of the plagues (ACHAH226)

---

The nature of power and authority in China in AD 180, including the social structure of Late Han society (emperor, nobility, eunuchs, commoners, the significance of imperial marriage); political structures (emperor, ministers, the court, kings, provincial administration); the economy (agriculture, coinage, taxation of land, labour, property); popular religion (Daoism); the nature of military forces (limits of conscription standing armies, local levies, non-Chinese auxiliaries, private retainers, development of warlord armies) (ACHAH227)

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### Power and authority – change and development

---

Zhang Jue and The Way of Great Peace campaign, the Yellow Turban Rebellion of AD 184 and its suppression; the north-western rebellion in the Liang province: the consequent social and economic disruption (ACHAH228)

---

The reasons for the power struggle between the palace eunuchs, Confucianists and imperial relatives by marriage; AD 189: the death of Emperor Ling; the assassination of He Jin; the massacre of the Eunuchs and the seizure of power of warlord Dong Zhou (ACHAH229)

---

The rise of military leaders and local warlords, the puppet reign of Emperor Xian, and the downfall of the Han dynasty (ACHAH230)

---

Cao Cao's military success at Guandu (AD 200) and his consolidation of power in northern China, the alliance of Sun Quan and Liu Bei, and the Battle of Red Cliffs (AD 208) (ACHAH231)

---

The abdication of Emperor Xian and the establishment of Cao Pi as Emperor of Wei in AD 220, Liu Bei as Emperor of Shu-Han and Sun Quan as Emperor of Wu (ACHAH232)

---

The rivalry between Wu and Shu, Liu Bei's victory at Ding Jun mountain and the capture of Hanzhong (AD 219), seizure of Jin province on the middle Yangtse by Wu (AD 219); Zhuge Liang's Southern Expedition and the re-establishment of an alliance between the Wu and Shu kingdoms (AD 223) (ACHAH233)

---

Stability and prosperity in the state of Wu under Sun Quan, including conquest and colonisation in south China, and economic development including trade with South-East Asia (ACHAH234)

---

The power of the Sima clan in Wei, the overthrow of Cao Shuang and the abdication of Cao Huan to Sima Yan in AD 264, the proclamation of the Jin Dynasty in northern China (ACHAH235)

---

The decline of Shu after the death of Zhuge Liang, culminating in the invasion by Wei and the surrender of Liu Shan in AD 263 (ACHAH236)

---

The succession problems of the state of Wu and the surrender of Sun Hao to Jin in AD 280 (ACHAH237)

---

The extent of Chinese territorial expansion by AD 280, the external threats, the evidence for Roman-Chinese relations (ACHAH238)

---

*Students will study ONE of the individuals (listed above) and will investigate, applying requisite historical skills, the following:*

**Their background and rise to prominence, including:**

family background and status (ACHAH239)

---

key events in their rise to prominence (ACHAH240)

---

significant influences on early development (ACHAH241)

---

**The career of the individual, including:**

change of role, position, status over time (ACHAH242)

---

possible motivations for actions (ACHAH243)

---

methods used to achieve aims (ACHAH244)

---

relationships with groups and other individuals (ACHAH245)

---

significant events in the career of the individual (ACHAH246)

---

manner and impact of death (ACHAH247)

---

**The impact and legacy of the individual, including:**

---

assessment of their life and career (ACHAH248)

---

the influence of the individual on their time (ACHAH249)

---

their longer-term impact and legacy. (ACHAH250)

**Changing perspectives and interpretations of the individual, including:**

---

depictions of the individual during their lifetime (ACHAH251)

---

judgments of the individual by other individuals and groups during their lifetime (ACHAH252)

---

interpretations of the individual after their death (for example, in writings, images, films). (ACHAH253)



## Unit 4: Reconstructing the Ancient World

### Unit Description

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.

### Learning Outcomes

By the end of this unit, students:

- understand the nature, purpose and significance of the sources and the extent to which they contribute to an understanding of the key features and developments of the historical period
- understand issues relevant to the interpretation of sources and the reconstruction of the historical period, including the fragmentary nature of the evidence, reliability, excavation, and conservation
- apply key concepts as part of a historical inquiry, including evidence, significance, perspectives, interpretations and contestability
- use historical skills to investigate the historical period, and evaluate the usefulness and reliability of the sources, evaluate interpretations, and communicate historical arguments.



## Content Descriptions

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### Historical skills

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All the following skills will be studied during this unit.

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#### Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHAH254)

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH255)

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#### Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHAH256)

Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH257)

Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH258)

Identify and practise ethical scholarship when conducting research (ACHAH259)

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#### Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHAH260)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH261)

Evaluate the reliability, usefulness and contestability of sources to develop informed judgments that support a historical argument (ACHAH262)

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#### Perspectives and interpretations

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

Critically evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHAH264)

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHAH265)

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#### Explanation and communication

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Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHAH266)

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Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHAH267)

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Apply appropriate referencing techniques accurately and consistently (ACHAH268)

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## **Historical knowledge and understanding**

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*Students will study at least ONE of the following periods:*

- *Thebes – East and West, 18th Dynasty Egypt*
  - *New Kingdom imperialism, diplomacy and governance, 18 – 20th Dynasty Egypt*
  - *The Athenian Agora and Acropolis, 514 – 399 BC*
  - *Athens, Sparta and the Peloponnesian War, 435 – 404 BC*
  - *The Julio-Claudians and 'Imperial' Rome, AD 14 – 68*
  - *Pompeii and Herculaneum, 80 BC – AD 79*
- 

*Students study at least ONE of the following, which is to be taught with the requisite historical skills described at the start of this unit:*

### **Thebes – East and West, 18th Dynasty Egypt**

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

#### **The geographic and historical context**

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The location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank (ACHAH269)

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The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period (ACHAH270)

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

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The discoveries and influence of early adventurers and explorers, including Napoleon and his expedition, and Belzoni's removal of artefacts (ACHAH271)

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The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, papyri, inscriptions and ostraka (ACHAH272)

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The nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, for example Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahri, and the German Archaeological Institute (ACHAH273)

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The effectiveness of the protection and conservation of the Theban sites, for example the contribution of the Epigraphic Survey of the Oriental Institute of Chicago (East Bank), the Theban Mapping Project (West Bank), and the Macquarie Theban Tombs Project (ACHAH274)

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## **The historical period**

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The development of the East Bank of Thebes, including the temples of Karnak and Luxor, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts (ACHAH275)

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The political and religious significance and purpose of the temples and palaces, including the state cult of Amun and the ideology of kingship (ACHAH276)

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The development of the West Bank: the Valleys of the Kings and Queens, tombs of the nobles, tomb paintings and reliefs, mortuary temples and the palace of Malkata (ACHAH277)

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The nature and significance of afterlife beliefs and practices of royalty and non-royalty (ACHAH278)

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The importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt (ACHAH279)

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The significance of the evidence at the Theban sites for Egyptian imperialism, including booty and tribute from military campaigns and the presence and role of foreigners within Egyptian society (ACHAH280)

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The significant cultural beliefs and practices of Egyptian society as revealed through Theban sources (ACHAH281)

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The evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period (ACHAH282)

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## **The limitations, reliability and evaluation of the sources**

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The usefulness and reliability of the portrayal of the pharaoh and royal family in reliefs and inscriptions (ACHAH283)

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Difficulties of interpretation of evidence owing to additions and re-use by successive 18th dynasty pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors or human agency (ACHAH284)

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The significance of writing and literature as sources of evidence for the period (ACHAH285)

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

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Research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden) (ACHAH286)

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The contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings, for example those in the tomb of Queen Nefertari (ACHAH287)

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The contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays (ACHAH288)

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The contribution of scholars and contemporary Egyptian and international historians, for example Champollion's decipherment of hieroglyphs, and the work of Lepsius, Thomas Young, Gardiner, Cerny and Wilkinson (ACHAH289)

---

## **New Kingdom imperialism, diplomacy and governance, 18 - 20th Dynasty Egypt**

Students study Egyptian imperialism, diplomacy and governance in the 18th – 20th dynasty period, with particular reference to

diplomatic correspondence, legal documents and other relevant sources.

### **The geographic and historical context**

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The key features of civil administration and the nature of governance in New Kingdom Egypt (ACHAH290)

---

The nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period, including Egyptian foreign policy at the start of the Amarna Period (warfare and diplomacy) (ACHAH291)

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

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The key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, official correspondence and inscriptions (ACHAH292)

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The incomplete and fragmentary nature of the evidence for the period, including the Amarna Letters (ACHAH293)

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The difficulties in the dating and interpretation of the Amarna letters, including the identity of the writers and their possible motivations, the identification of the cities that they ruled, and the location of cities which are unknown or disputed (ACHAH294)

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The evidence for the obliteration of Akhenaten's reign from the historical records by later pharaohs (ACHAH295)

### **The historical period**

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The evidence provided by the Amarna Letters and other sources for Amenhotep III's foreign policy, including relations with vassals and other kingdoms; the role of diplomacy, including royal correspondence; and diplomatic marriage as an instrument of Egyptian foreign policy (ACHAH296)

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The evidence for the relationship between Akhenaten and his vassals in Syria- Palestine, for example Ribadda (Byblos), Abdi-Asirta and Aziru (Amurru) as well as royal correspondence with the Mitannian and Hittite rulers (ACHAH297)

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The nature of governance in post Amarna Egypt as indicated by Tutankhamun's Restoration Stele and the Decrees of Horemheb (ACHAH298)

---

The evidence for post Amarna foreign policy provided by Egyptian and other sources, including correspondence between Queen Ankhesenamun and the Hittite King, Suppiluliumas I, the Peace treaty between Hattusilis III and Ramesses II (Hittite and Egyptian versions) and correspondence between the Hittite and Egyptian queens (ACHAH299)

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The warrior pharaoh image and foreign policies of Seti I and Ramesses II, and Merenptah and Ramesses III, including warfare and diplomacy (ACHAH300)

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The nature of governance, dynastic change and economic decline in the later New Kingdom, including the workers strike at Deir el-Medina, the Harem Conspiracy (Ramesses III), tomb robberies and the *Report of Wenamun* (ACHAH301)

### **The limitations, reliability and evaluation of the sources**

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The usefulness and reliability of the Amarna Letters as evidence for the nature and extent of the Egyptian 'empire', and the foreign policies of Amenhotep III and Akhenaten; issues of context, perspective, purpose, gaps in the evidence (ACHAH302)

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The fragmentary nature of the workers' documents found at the site of their village, Deir el-Medina (ACHAH303)

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The usefulness of papyri and other Ramesside evidence for example ostraca and other evidence from Deir el-Medina (ACHAH304)

---

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

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Changing interpretations of the diplomatic letters, legal and other documents and what they reveal about imperialism, diplomacy and governance in this period, for example the interpretations of historians (Gardiner, Aldred and Redford) (ACHAH305)

---

The evidence from the discovery of KV5 for the role of the royal family and governance in this period (ACHAH306)

---

Interpretations about the reasons for the decline of the New Kingdom, including corruption, dynastic problems and the invasion of the Sea Peoples (ACHAH307)

---

## **The Athenian Agora and Acropolis, 514 – 399 BC**

Students study the Agora and the Acropolis in the period of the 514-399 BC, with particular reference to the remains at these sites, and other relevant sources

### **The geographic and historical context**

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

---

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

---

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

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The key excavations that have taken place at these sites, the changing methods used and the arguments for and against carrying out further excavation at these sites (ACHAH310)

---

The key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the *kleroterion*, inscriptions, and the writings of Herodotus, Euripides, Sophocles, Aristophanes, and Xenophon (ACHAH311)

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The difficulties in conserving the Agora and Acropolis, including previous damage from conflicts, vegetation, tourism, acid rain, water damage and the economic cost of restoration, including Greek and international efforts (ACHAH312)

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Ethical issues, including the Parthenon Sculptures controversy and the arguments for and against their return; debates about the extent of reconstruction, for example the work on the Stoa of Attalos, and the restoration work on the Acropolis; and access to antiquities (ACHAH313)

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### **The historical period**

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An overview of significant events in the early history of Athens in this period, including the assassination of Hipparchus in the Agora in 514 BC and the Spartan siege of the Acropolis (508 – 507 BC) (ACHAH314)

---

The role of the Agora and the Acropolis in Athenian political life: the workings of Athenian democracy, including the rights and

obligations of Athenian citizens, what Athenians thought about their democracy, the citizen assembly, the jury system and law courts; Pericles' building program (ACHAH315)

---

The importance of the Agora in Athenian economic life (ACHAH316)

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The Athenian class system, including relations between different groups in Athenian society (knights, women, slaves and relations between, men and women, young and old, wealthy and poor) (ACHAH317)

---

The development of religious and cultural life of Athens, for example the Parthenon and theatre of Dionysus (ACHAH318)

---

The significance of key events in the period, including the Persian sack of Athens (480 – 479 BC) and the plague at Athens during the Peloponnesian War (431 – 404 BC) (ACHAH319)

---

The aims and influence of Socrates, the trial and his death in 399 BC and what it reveals about the Athenian political scene at the time (ACHAH320)

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### **The limitations, reliability and evaluation of the sources**

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The incomplete nature of the evidence, for example the practice of Athenian democracy (ACHAH321)

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The contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens, for example Aristophanes' plays *The Wasps*, *The Frogs* and *The Acharnians* (ACHAH322)

---

Difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts (ACHAH323)

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

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The contribution of the American School in Athens to the study of the Agora and of the Greeks and international archaeologists to the excavation and study of the Acropolis (ACHAH324)

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Interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time (ACHAH325)

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The interpretations and meaning of sculpted friezes and scenes on black and red figured pottery (ACHAH326)

---

The interpretations of the trial and death of Socrates (ACHAH327)

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## **Athens, Sparta and the Peloponnesian War 435 – 404 BC**

Students study the Peloponnesian War in the period 435 – 404 BC, with particular reference to Thucydides' *The Peloponnesian War*, Books I-VII, and other relevant sources.

### **The geographic and historical context**

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The location and topography of Laconia (Sparta) and Attica (Athens) (ACHAH328)

---

An overview of the origins and characteristics of the city-states of Athens and Sparta and their alliances (ACHAH329)

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### **The nature and range of sources for the period and identification of key issues related to the investigation of the**

### **sources (for example authentication, excavation, reconstruction and/or conservation)**

---

The key archaeological and written sources for the period, for example the writings of Thucydides, The Old Oligarch, Xenophon, Athenian tribute lists, inscriptions, Aristophanes' plays, Plutarch's *Lives*, the remains of fortifications and graves (ACHAH330)

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The nature of Thucydides' text and techniques, including his research methods, his use of speeches, and the extent to which he can be regarded as a 'scientific historian' (ACHAH331)

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Issues arising from Thucydides' editing and possible revisions of Book II and V, and the incomplete nature of the work (ACHAH332)

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### **The historical period**

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The causes of the Peloponnesian War, including the Megarian decree, the Potidean revolt and Thucydides' theory of *aitiai* and *prophasis* (ACHAH333)

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The significance of the Archidamian War, including key events for example the Plague, the Mytilenean revolt, Pylos and Sphacteria, Amphipolis; and key individuals for example Pericles, Cleon and Nicias (ACHAH334)

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The effectiveness of the Peace of Nicias, including the terms, shifting alliances and key individuals for example Nicias, Alcibiades and Hyberbolus (ACHAH335)

---

The significance of the Sicilian Expedition as a turning point in the war, including key events for example the Mutilation of the Hermae, battles between the Athenians and the Syracusans; and key individuals for example Nicias, Alcibiades and Gylippus (ACHAH336)

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The failure of the Oligarchic Coup, including the role of the Samian fleet and of individuals for example Alcibiades, Pisander, Thrasybulus, Theramenes and Tissaphernes (ACHAH337)

---

The difficulties of the Deceleian/Ionian War for Athens, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, and key individuals for example Alcibiades, Tissaphernes and Pharnabazus (ACHAH338)

---

The contribution of the sources to an understanding of the motivation of key individuals for example Pericles, Cleon, Brasidas, Nicias and Alcibiades (ACHAH339)

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The significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism; the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire (ACHAH340)

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### **The limitations, reliability and evaluation of the sources**

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Thucydides' background/exile and how it influenced his writing of *The Peloponnesian War*, and the influence of the tragic tradition on his writing (ACHAH341)

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Thucydides' motivations for writing *The Peloponnesian War*, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures (ACHAH342)

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Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the

evidence of his bias towards or against key individuals for example Pericles, Cleon, Nicias and Alcibiades (ACHAH343)

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The nature and contribution of other sources, to an understanding of Thucydides' work and the Peloponnesian War (ACHAH344)

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

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Changing interpretations over time of key events in *The Peloponnesian War*, for example Cornford's and de Ste. Croix's consideration of economic factors as a cause of the Peloponnesian War (ACHAH345)

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Revised dating of decrees (for example Coinage and Thoudippus), and the implications for interpreting Thucydides' work (ACHAH346)

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Different interpretations of the methods and motives of Thucydides, for example Kagan's interpretation of Thucydides' work as the first revisionist history (ACHAH347)

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## **The Julio-Claudians and 'Imperial' Rome, AD 14 – 68**

Students study Imperial Rome under the Julio-Claudians in the period AD 14 – 68, with particular reference to Tacitus' *The Annals, Books I-XVI*, and other relevant sources.

### **The geographic and historical context**

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The location of Rome and the main features and layout of the city in the Julio-Claudian period (ACHAH348)

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An overview of the nature of Roman governance and imperial administration at the start of the period, including the Princeps, the Senate, the Assembly, the imperial family, the praetorian guard, and provincial governors (ACHAH349)

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

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The extent of archaeological excavation in Rome and the difficulties in uncovering new evidence (ACHAH350)

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The key archaeological and written sources for the period, for example statues, coinage, buildings and the writings of Tacitus, Suetonius, Cassius Dio (ACHAH351)

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The key ancient writers of the period and the difficulties posed by their perspective and selection of evidence (ACHAH352)

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### **The historical period**

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The reign of Tiberius and the role of key events, including the mutiny of the legions in Germany, internal conspiracies, the issue of succession, and the role of key individuals, for example Tiberius, Germanicus, Sejanus and Agrippina the Elder (ACHAH353)

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The significance of the reign of Caligula, including the circumstances of his accession, the nature of his reign, and his assassination (ACHAH354)

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The reign of Claudius, including the role of the Praetorian Guard in his accession, the expansion of the Empire to Britain, his key reforms and the role of influential individuals, including Agrippina the Younger, Silanus and Messalina (ACHAH355)

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The reign of Nero and the role of key events, including Rome's relationship with Parthia, the Great Fire, the Pisonian Conspiracy, the rebellion of Vindex and Galba, Nero's Golden House, and the role of influential individuals, for example Agrippina the Younger and Seneca (ACHAH356)

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The significance of key events of the reign of Tiberius, including campaigns and the expansion of the Roman Empire (ACHAH357)

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The role and motivations of key individuals in the period, for example Tiberius, Sejanus, Agrippina the Elder, Caligula, Claudius and Nero (ACHAH358)

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### **The limitations, reliability and evaluation of the sources**

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The personal background and life of Tacitus, including the Roman Empire under the Flavian Dynasty (Domitian's 'reign of terror', the reign of Trajan, and the role of the Praetorian Guard); and its influence on his writing of *The Annals* (ACHAH359)

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The nature and purpose of Tacitus' writing of *The Annals*, including his use of contemporary sources (the minutes of the Senate, decrees, speeches of Tiberius) and the limitations of Tacitus' work related to the missing and incomplete nature of Books V, XI and XVI (ACHAH360)

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The reliability of Tacitus' *The Annals* and other sources for an understanding of the nature of Roman politics, the balance of power between Emperor and Senate, the motivations of individuals, and the importance of the military, and the corruption of governing classes (ACHAH361)

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

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Historians' changing interpretations of *The Annals I-XVI* and key events from the reign of the Julio-Claudians, and the methods and motives of ancient writers of the period (ACHAH362)

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Interpretations of the role and influence of women and imperial freedmen in the Julio-Claudian period (ACHAH363)

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Historians' changing interpretations over time of Nero (ACHAH364)

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## **Pompeii and Herculaneum, 80 BC – AD 79**

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

### **The geographic and historical context**

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The location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea (ACHAH365)

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An overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including the establishment of Pompeii as a Roman colony in AD 80, earthquake activity, and the various stages of the eruption of Mt Vesuvius (ACHAH366)

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

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The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum (ACHAH367)

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The key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial (ACHAH368)

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The major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of the archaeological excavations (for example treasure hunting and scientific investigation) and the methods of archaeologists (for example Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo) (ACHAH369)

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The difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts (ACHAH370)

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### **The historical period**

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The plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning (ACHAH371)

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The circumstances of the eruption of AD 79, including Pliny's account of the eruption of Mt Vesuvius (ACHAH372)

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The nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources of evidence (ACHAH373)

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The important features of the economy, including commerce, industries and occupations (ACHAH374)

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The position and role of different groups in society, including the position and role of men, women, freedmen and slaves (ACHAH375)

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The evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions (ACHAH376)

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The key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health (ACHAH377)

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The influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum (ACHAH378)

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How human and animal remains have contributed to a better understanding of the people who lived in these cities (ACHAH379)

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### **The limitations, reliability and evaluation of the sources**

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The state of preservation of the papyrus scrolls from the Villa of the Papyri (ACHAH380)

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Difficulties of interpretation of evidence as a result of damage to or removal of frescos and artefacts (ACHAH381)

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How ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum (ACHAH382)

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

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## research and technologies

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Changing interpretations of the uses of public and private spaces, and the meaning of frescoes (ACHAH383)

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The importance of the work of Australians at the sites (for example Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoeudres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum (ACHAH384)

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The role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning (ACHAH385)

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The significance of ONE of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo-American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived (ACHAH386)

## Units 3 and 4 Achievement Standards

### Knowledge and understanding

A	B	C	D	E
<ul style="list-style-type: none"> <li>evaluates the extent of change and continuity related to the key institutions, structures and features of ancient societies and the significance of change for society</li> <li>analyses causes contributing to change and continuity in particular contexts and assesses their relative importance</li> <li>evaluates the possible motivations, and the responses of different people to events and developments, and how they were influenced by the historical context within which they lived</li> <li>assesses the significance of issues associated with the evidence for historical periods</li> <li>evaluates representations and interpretations to <a href="#">explain</a> historical issues and to <a href="#">evaluate</a> contestability, validity and usefulness</li> </ul>	<ul style="list-style-type: none"> <li>explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and analyses the significance of change for society</li> <li>analyses causes contributing to change and continuity in particular contexts and their relative importance</li> <li>explains and accounts for the possible motivations, and the responses of different people to events and developments</li> <li>explains the significant issues associated with the evidence for an analysis for historical periods</li> <li>analyses representations and interpretations to <a href="#">explain</a> historical issues and to <a href="#">identify</a> contestability, validity and usefulness</li> </ul>	<ul style="list-style-type: none"> <li>explains the extent of change and continuity related to the key institutions, structures and features of ancient societies and the impact of change on society</li> <li>describes causes contributing to change and continuity in particular contexts and their relative importance</li> <li>explains and accounts for the possible motivations, and the responses of different people to events and developments</li> <li>explains the significant issues associated with the evidence for an analysis of historical periods</li> <li>describes representations and interpretations to <a href="#">identify</a> contestability, validity and usefulness</li> </ul>	<ul style="list-style-type: none"> <li>describes the key institutions, structures and features of ancient societies and how they changed over time</li> <li>describes causes contributing to change and continuity in particular contexts</li> <li>identifies the responses of people to events and developments</li> <li>identifies some issues associated with the evidence for events and developments</li> <li>describes interpretations and representations</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of ancient societies</li> <li>identifies examples of change and continuity in particular contexts</li> <li>identifies the individuals and groups involved in events and developments</li> <li>identifies some sources for a historical period</li> <li>identifies interpretations and representations</li> </ul>

## Skills

A	B	C	D	E
<ul style="list-style-type: none"> <li>• develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods</li> <li>• selects and applies relevant evidence based on substantiated evaluation of the reliability and usefulness of sources</li> <li>• evaluates different historical interpretations and representations with analysis of the strength of the evidence</li> <li>• develops convincing historical arguments and synthesises evidence from different sources, to support particular claims with valid and <a href="#">sustained</a> reasoning, and with an assessment of alternative interpretations</li> <li>• <a href="#">communicates complex</a> ideas with <a href="#">coherent</a> and <a href="#">sustained</a> arguments with analysis of evidence, using appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• develops focus questions to frame an inquiry and conducts research using a range of sources and methods</li> <li>• selects and applies relevant evidence based on evaluation of the reliability and usefulness of sources</li> <li>• evaluates different historical interpretations and representations by selecting and using relevant evidence from a range of sources</li> <li>• develops convincing historical arguments and synthesises evidence from different sources, with valid reasoning, and with an explanation of alternative interpretations</li> <li>• <a href="#">communicates complex</a> ideas and <a href="#">coherent</a> arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• develops focus questions for an inquiry and conducts research using sources and methods</li> <li>• selects and applies relevant evidence based on evaluation of sources</li> <li>• analyses different historical interpretations and representations by selecting and using relevant evidence</li> <li>• develops <a href="#">reasoned</a> historical arguments using and synthesising evidence from different sources, and with reference to some interpretations</li> <li>• <a href="#">communicates</a> ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• uses inquiry questions to conduct research derived from sources</li> <li>• uses evidence derived from sources</li> <li>• describes historical interpretations and representations using evidence</li> <li>• develops historical accounts using evidence from a limited number of sources</li> <li>• <a href="#">communicates</a> ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>• uses inquiry questions to conduct research</li> <li>• uses sources to research</li> <li>• identifies viewpoints about the past</li> <li>• recounts historical events and identifies a limited number of sources</li> <li>• <a href="#">communicates</a> ideas and information with minimal referencing</li> </ul>

# Ancient History Glossary

## **Ancient**

As defined in the Australian Curriculum: Senior Secondary Ancient History, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).

## **Cause and effect**

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

## **Concepts**

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

## **Contestability**

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

## **Continuity and change**

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

## **Empathy**

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

## **Evidence**

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

## **Historical authentication**

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

## **Historical inquiry**

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

## **Interpretation**

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

## **Perspective**

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

## **Primary and secondary sources**

In History, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.

Secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.

## **Reconstruction**

A process of piecing together evidence from sources to develop an understanding or explanation of the past.

## **Representation**

A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.

## **Significance**

The importance that is assigned to particular aspects of the past, eg events, developments, and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

## **Source**

Any written or non-written materials that can be used to investigate the past, for example coins, letters, tombs, buildings. A source becomes 'evidence' if it is of value to a particular inquiry.

## **Terms**

A word or phrase used to describe abstract aspects or features of the past (for example imperialism, democracy, republic) and more specific features such as a pyramid, gladiator, and temple.

# Glossary

## **Abstract**

*Abstract scenario:* a scenario for which there is no concrete referent provided.

## **Account**

*Account for:* provide reasons for (something).

*Give an account of:* report or describe an event or experience.

*Taking into account:* considering other information or aspects.

## **Analyse**

Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

## **Apply**

Use, utilise or employ in a particular situation.

## **Assess**

Determine the value, significance or extent of (something).

## **Coherent**

Orderly, logical, and internally consistent relation of parts.

## **Communicates**

Conveys knowledge and/or understandings to others.

## **Compare**

Estimate, measure or note how things are similar or dissimilar.

## **Complex**

Consisting of multiple interconnected parts or factors.

## **Considered**

Formed after careful thought.

## **Critically analyse**

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

## **Critically evaluate**

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

## **Deduce**

Arrive at a conclusion by reasoning.



**Demonstrate**

Give a practical exhibition as an explanation.

**Describe**

Give an account of characteristics or features.

**Design**

Plan and evaluate the construction of a product or process.

**Develop**

*In history:* to construct, elaborate or expand.

*In English:* begin to build an opinion or idea.

**Discuss**

Talk or write about a topic, taking into account different issues and ideas.

**Distinguish**

Recognise point/s of difference.

**Evaluate**

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

*In mathematics:* calculate the value of a function at a particular value of its independent variables.

**Explain**

Provide additional information that demonstrates understanding of reasoning and/or application.

**Familiar**

Previously encountered in prior learning activities.

**Identify**

Establish or indicate who or what someone or something is.

**Integrate**

Combine elements.

**Investigate**

Plan, collect and interpret data/information and draw conclusions about.

**Justify**

Show how an argument or conclusion is right or reasonable.

**Locate**

Identify where something is found.

**Manipulate**

Adapt or change.

**Non-routine**

*Non-routine problems:* Problems solved using procedures not previously encountered in prior learning activities.

**Reasonableness**

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

**Reasoned**

*Reasoned argument/conclusion:* one that is sound, well-grounded, considered and thought out.

**Recognise**

Be aware of or acknowledge.

**Relate**

Tell or report about happenings, events or circumstances.

**Represent**

Use words, images, symbols or signs to convey meaning.

**Reproduce**

Copy or make close imitation.

**Responding**

*In English:* When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

**Routine problems**

*Routine problems:* Problems solved using procedures encountered in prior learning activities.

**Select**

Choose in preference to another or others.

**Sequence**

Arrange in order.

**Solve**

Work out a correct solution to a problem.

**Structured**

Arranged in a given organised sequence.

*In Mathematics:* When students provide a structured solution, the solution follows an organised sequence provided by a third party.

**Substantiate**

Establish proof using evidence.

**Succinct**

Written briefly and clearly expressed.

**Sustained**

Consistency maintained throughout.

**Synthesise**

Combine elements (information/ideas/components) into a coherent whole.

**Understand**

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

**Unfamiliar**

Not previously encountered in prior learning activities.