Important Information

Google Classroom Code:

___________________________

Teacher’s email address

___________________________@det.nsw.edu.au
HSC Ancient History Expectations

Feedback

Students can send drafts of assessment tasks or practice questions for teacher feedback via google docs up to 2 days before the due date.

Students may use the share feature on google docs and share the draft with their class teacher using their teacher’s email.

You may also submit paper copies or email with word document attachments

Homework

Students are required to complete homework on a regular basis. Such as practice extended responses or past paper questions. Students who do not complete homework will have their parents informed and a N-warning letter sent home.

Equipment

Students are required to have the following equipment for class and for examinations
- A4 exercise book
- Pens/Pencils/Ruler
- Plastic Sleeves for handouts and task notifications
## SCOPE & SEQUENCE – ANCIENT HISTORY
### 2019-2020

### Term 4 (2019)

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<tbody>
<tr>
<td><strong>SOURCE SKILLS</strong></td>
<td><strong>CORE STUDY: POMPEII AND HERCULANEUM</strong></td>
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### Term 1 (2020)

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<tbody>
<tr>
<td><strong>PERSONALITIES IN THEIR TIME</strong></td>
<td><strong>HISTORICAL PERIODS</strong></td>
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<tr>
<td><strong>HSC REVISION</strong></td>
<td><strong>ANCIENT SOCIETY</strong></td>
<td><strong>PERSONALITIES IN THEIR TIME</strong></td>
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### Notes
- **SOURCE SKILLS**
- **CORE STUDY: POMPEII AND HERCULANEUM**
- **HISTORICAL PERIODS**
- **PERSONALITIES IN THEIR TIME**
- **ANCIENT SOCIETY**
- **TRIAL HSC EXAMINATION BLOCK**
- **EXAM FEEDBACK**
- **HSC REVISION**
Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Outcomes

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

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

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

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

The Historical concepts and skills content is to be integrated as appropriate.
Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Content
Students investigate:

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

Focus of study

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

Reconstructing and conserving the past
● changing interpretations: impact of new research and technologies (ACHAH381, ACHAH385)
● issues of conservation and reconstruction: Italian and international contributions and responsibilities (ACHAH370)
● ethical issues: excavation and conservation, study and display of human remains (ACHAH370)

value and impact of tourism: problems and solutions (ACHAH370)
Ancient Societies

Outcomes

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

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

Content Focus

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

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

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

The study selected must address the outcomes listed above.
Option G: Spartan society to the Battle of Leuctra 371 BC

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

Content
Students investigate:

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

Focus of study
● Social structure and political organisation, including:
  – the Great Rhetra: the issue of Lycurgus (ACHAH109, ACHAH185)
  – roles and privileges of the two kings (ACHAH109, ACHAH110)
  – government: ephorate, gerousia, ekklesia (ACHAH110)
  – the Spartan army: training (agoge), composition (ACHAH126, ACHAH127)
  – control of the helots: the military, syssitia, krypteia (ACHAH108, ACHAH129)
  – role and status of women: land ownership, inheritance, education (ACHAH107, ACHAH108)

● The economy, including:
  – land ownership: agriculture, kleroi, helots (ACHAH112, ACHAH117)
  – technology: weapons, armour, pottery (ACHAH132)
  – economic roles of the periokoi and helots (ACHAH112)
  – economic exchange: use of iron bars, trade (ACHAH114)

● Religion, death and burial, including:
  – gods and goddesses: Artemis Orthia, Poseidon, Apollo (ACHAH141)
  – myths and legends: Lycurgus and the Dioscuri (ACHAH141)
  – festivals: Hyakinthia, Gymnopaedia, Karneia (ACHAH141)
  – religious role of the kings
  – funerary customs and rituals (ACHAH144)

● Cultural and everyday life, including:
  – art: sculpture, painted vases, bone and ivory carving (ACHAH120, ACHAH121, ACHAH123)
  – architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia (ACHAH120, ACHAH122)
  – writing and literature: Alcman and Tyrtaeus
  – Greek writers’ views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanias, Plutarch
  – leisure activities (ACHAH136)
  – marriage customs (ACHAH136)
Personalities in their Times

Outcomes

A student:
› accounts for the nature of continuity and change in the ancient world AH12-1
› proposes arguments about the varying causes and effects of events and developments AH12-2
› evaluates the role of historical features, individuals and groups in shaping the past AH12-3
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Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

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

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

Students study key features of ONE of the following personalities:
A. Egypt – Hatshepsut
B. Egypt – Akhenaten
C. The Near East – Sennacherib
D. The Near East – Xerxes
E. China – Qin Shihuangdi
F. Greece – Pericles
G. Greece – Alexander the Great
H. Rome – Tiberius Gracchus
I. Rome – Julius Caesar
J. Rome – Agrippina the Younger.

The study selected must address the outcomes listed above.
Option G: Greece – Alexander the Great

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

Content
Students investigate:

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

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

Outcomes

A student:
› accounts for the nature of continuity and change in the ancient world AH12-1
› proposes arguments about the varying causes and effects of events and developments AH12-2
› evaluates the role of historical features, individuals and groups in shaping the past AH12-3
› analyses the different perspectives of individuals and groups in their historical context AH12-4
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› communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

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

Content Focus

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

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

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

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

The study selected must address the outcomes listed above.
Option F: The Greek World 500–440 BC

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

Content
Students investigate:

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

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

<table>
<thead>
<tr>
<th>Glossary Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Peoples</td>
<td>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups each associated with a particular Country or territory. Torres Strait Islander Peoples whose island territories to the north east of Australia were annexed by Queensland in 1879 are also Indigenous Australians and are represented by five cultural groups. An Aboriginal and/or Torres Strait Islander person is someone who:  - is of Aboriginal and/or Torres Strait Islander descent  - identifies as an Aboriginal person and/or Torres Strait Islander person, and  - is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live.</td>
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<tr>
<td>Aboriginal Cultural Protocols</td>
<td>Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.</td>
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<tr>
<td>Ancient</td>
<td>As defined in the NSW Ancient History Stage 6 Syllabus, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).</td>
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<tr>
<td>ANZAC</td>
<td>The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.</td>
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<tr>
<td>Causation</td>
<td>A process that includes a range of possible reasons for an historical event, situation or development.</td>
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<td>Chronology</td>
<td>A chronology places events and dates in order in time.</td>
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</table>
| Colonisation                            | In *Modern History* – a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised, and may involve dispossession of land.  
In *Ancient History* – a process by which ancient societies establish settlements in other lands and establish trading connections. |
<p>| Concepts                                 | The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented. |
| Contestability                           | Contestability involves examining how interpretations and representations of the past differ, for example, as a result of using differing evidence or resulting from different perspectives. |
| Continuity and Change                    | Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a ‘process’. |
| Dispossession                           | The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years. |
| Evidence                                | The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry. |
| Heritage                                | Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment. |</p>
<table>
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<tr>
<th>Glossary Term</th>
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<tr>
<td>Historical Authentication</td>
<td>A process of verifying the origins of an artefact or object and establishing it as genuine.</td>
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<tr>
<td>Historical Inquiry</td>
<td>The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.</td>
</tr>
<tr>
<td>Historiography</td>
<td>The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time.</td>
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<td>Ideology</td>
<td>A framework of beliefs that guides actions, for example fascism and communism.</td>
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<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.</td>
</tr>
<tr>
<td>Indigenous peoples</td>
<td>This term is used when referring collectively to the first peoples of a land in international communities.</td>
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<tr>
<td>Interpretation</td>
<td>A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past.</td>
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<tr>
<td>Modern</td>
<td>As defined in the NSW Modern History Stage 6 Syllabus, the period of time in the modern world generally between 1750 and the present.</td>
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<tr>
<td>Perspective</td>
<td>A point of view from which historical events, problems and issues can be analysed, for example the perspective of an individual or group in the past. This may involve empathetic understanding – the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.</td>
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<tr>
<td>Reconstruction</td>
<td>A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites.</td>
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<tr>
<td>Reliability</td>
<td>Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable or unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective.</td>
</tr>
<tr>
<td>Representation</td>
<td>A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians.</td>
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<tr>
<td>Significance</td>
<td>The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant.</td>
</tr>
<tr>
<td>Source</td>
<td>Any written or non-written materials that can be used to investigate the past. A source is used to elicit ‘evidence’ in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation.</td>
</tr>
<tr>
<td>Terms</td>
<td>A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy or republic; and more specific features such as trench warfare, or a dictator, gladiator or vizier.</td>
</tr>
<tr>
<td>terra nullius</td>
<td>A concept in international law meaning ‘a territory belonging to no-one’ or ‘over which no-one claims ownership’</td>
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</tbody>
</table>
A GLOSSARY OF TERMS – HSC VERBS

Account
Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse
Identify components and the relationship between them; draw out and relate implications

Apply
Use, utilise, employ in a particular situation

Appreciate
Make a judgement about the value of

Assess
Make a judgement of value, quality, outcomes, results or size

Calculate
Ascertain/determine from given facts, figures or information

Clarify
Make clear or plain

Classify
Arrange or include in classes/categories

Compare
Show how things are similar or different

Construct
Make; build; put together items or arguments

Contrast
Show how things are different or opposite

Critically (analyse/evaluate)
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce
Draw conclusions

Define
State meaning and identify essential qualities

Demonstrate
Show by example

Describe
Provide characteristics and features

Discuss
Identify issues and provide points for and/or against

Distinguish
Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate
Make a judgement based on criteria; determine the value of
Examine
Inquire into

Explain
Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract
Choose relevant and/or appropriate details

Extrapolate
Infer from what is known

Identify
Recognise and name

Interpret
Draw meaning from

Investigate
Plan, inquire into and draw conclusions about

Justify
Support an argument or conclusion

Outline
Sketch in general terms; indicate the main features of

Predict
Suggest what may happen based on available information

Propose
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall
Present remembered ideas, facts or experiences

Recommend
Provide reasons in favour

Recount
Retell a series of events

Summarise
Express, concisely, the relevant details

Synthesise
Putting together various elements to make a whole
Year 12 Course Structure and Requirements

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

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

<table>
<thead>
<tr>
<th>Year 12 course (120 hours)</th>
<th>Ancient History</th>
<th>Indicative hours</th>
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<tbody>
<tr>
<td>Core Study: Cities of Vesuvius - Pompeii and Herculaneum</td>
<td>30</td>
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<tr>
<td>Ancient Societies</td>
<td>30</td>
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</tbody>
</table>

Historical concepts and skills

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

The course comprises a study of:

<table>
<thead>
<tr>
<th>Component</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Core Study</td>
<td>Pompeii and Herculaneum</td>
</tr>
<tr>
<td>2 Ancient Society</td>
<td>Option G: Spartan Society to the Battle of Leuctra</td>
</tr>
<tr>
<td>3 Personalities in their Times</td>
<td>Option G: Greece - Alexander the Great</td>
</tr>
<tr>
<td>4 Historical Period</td>
<td>Option A: New Kingdom Egypt to the Death of Thutmose IV OR Option F: The Greek World 500-440 BC</td>
</tr>
</tbody>
</table>
Year 12 Ancient History School-based Assessment Requirements
The components and weightings for Year 12 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Historical skills in the analysis and evaluation of sources and interpretations</td>
<td>20</td>
</tr>
<tr>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- Only one task may be a formal written examination with a maximum weighting of 30%
- One task must be an Historical Analysis with a weighting of 20–30%.

As informed by page 7 of 13 in the document titled Assessment and Reporting in Ancient History Stage 6.
## Assessment Schedule
### Subject: HSC Ancient History
### Year: 2019/2020

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHEN</th>
<th>TOPIC/S</th>
<th>TYPE OF TASK</th>
<th>OUTCOMES</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4</td>
<td>Core Study: Pompeii and Herculaneum</td>
<td>Source Analysis</td>
<td>AH12-5, AH12-6, AH12-7, AH12-10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Week 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Historical Periods</td>
<td>Historical Analysis</td>
<td>AH12-2, AH12-3, AH12-6, AH12-8, AH12-9</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Week 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Personalities in Their Time</td>
<td>Extended Response</td>
<td>AH12-1, AH12-4, AH12-7, AH12-9</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Core Study: Pompeii and Herculaneum, Ancient Societies, Historical Periods and Personalities in their Time</td>
<td>Trial HSC Examination</td>
<td>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Weeks 5 – 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Internal Assessment Program

### HSC Ancient History

#### Task number

<table>
<thead>
<tr>
<th>Task number</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing of task</strong></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 9</td>
<td>Term 2 week 6</td>
<td>Term 3 Weeks 5 - 6</td>
<td></td>
</tr>
<tr>
<td><strong>Type of task</strong></td>
<td>Source Analysis</td>
<td>Historical Analysis</td>
<td>Extended Response</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Related Outcomes</strong></td>
<td>AH12-5, AH12-6, AH12-7, AH12-10</td>
<td>AH12-2, AS12-3, AH12-6, AH12-8, AH12-9</td>
<td>AH12-1, AH12-4, AH12-7, AH12-9</td>
<td>AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10</td>
<td></td>
</tr>
<tr>
<td><strong>Syllabus Content Area &amp; Weighting</strong></td>
<td>Core Study: Pompeii and Herculaneum</td>
<td>Historical Periods</td>
<td>Personalities in their Time</td>
<td>Core Study: Pompeii and Herculaneum, Ancient Societies, Historical Periods and Personalities in their Time</td>
<td></td>
</tr>
</tbody>
</table>

#### Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge and understanding of course content</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>• Historical skills in the analysis and evaluation of sources and interpretations</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>• Historical inquiry and research</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

**Component weighting %**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>20</td>
</tr>
<tr>
<td>Historical skills in the analysis and evaluation of sources and interpretations</td>
<td>25</td>
</tr>
<tr>
<td>Historical inquiry and research</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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**Component weighting %**

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<tr>
<td>Historical inquiry and research</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>ME#</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>12-1</td>
<td>accounts for the nature of continuity and change in the ancient world</td>
</tr>
<tr>
<td>12-2</td>
<td>proposes arguments about the varying causes and effects of events and developments</td>
</tr>
<tr>
<td>12-3</td>
<td>evaluates the role of historical features, individuals, groups and ideas in shaping the past</td>
</tr>
<tr>
<td>12-4</td>
<td>analyses the different perspectives of individuals and groups in their historical context</td>
</tr>
<tr>
<td>12-5</td>
<td>assesses the significance of historical features, people, ideas, movements, events and developments of the ancient world</td>
</tr>
<tr>
<td>12-6</td>
<td>analyses and interprets different types of sources for evidence to support an historical account or argument</td>
</tr>
<tr>
<td>12-7</td>
<td>discusses and evaluates differing interpretations and representations of the past</td>
</tr>
<tr>
<td>12-8</td>
<td>plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</td>
</tr>
<tr>
<td>12-9</td>
<td>communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</td>
</tr>
<tr>
<td>12-10</td>
<td>analyses issues relating to the ownership, custodianship and conservation of the ancient past.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS**

- AT#1 Source Analysis
- AT#4 Trial HSC Examination
- AT#2 Historical Analysis
- AT#4 Trial HSC Examination
- AT#3 Extended Response
- AT#4 Trial HSC Examination
- AT#4 Trial HSC Examination
### The typical performance in this band:

**Band 6**
- demonstrates extensive knowledge and understanding of a range of historical features, people, places, events and developments, and their significance
- demonstrates comprehensive understanding of continuity and change over time
- demonstrates comprehensive understanding of different perspectives of individuals and groups in the past
- analyses and interprets sources for evidence and synthesises evidence
- evaluates differing interpretations and representations of the past
- demonstrates sophisticated understanding and use of historical concepts and terms
- communicates a high level and sustained argument through well-structured and comprehensive texts

**Band 5**
- demonstrates thorough knowledge and understanding of a range of historical features, people, places, events and developments, and their significance
- demonstrates a well-developed understanding of continuity and change over time
- demonstrates a well-developed understanding of different perspectives of individuals and groups in the past
- analyses and interprets sources for evidence
- analyses differing interpretations and representations of the past
- demonstrates thorough understanding and use of historical concepts and terms
- communicates a coherent and sustained argument through well-structured and comprehensive texts

**Band 4**
- demonstrates sound knowledge and understanding of a range of historical features, people, places, events and developments, and their significance
- demonstrates sound understanding of continuity and change over time
- demonstrates sound understanding of different perspectives of individuals and groups in the past
- uses sources for evidence
- discusses interpretations and representations of the past
- demonstrates understanding of historical concepts and terms
- communicates a general argument through well-structured texts

**Band 3**
- demonstrates basic understanding of historical features, people, places, events, and their significance
- identifies features of continuity and change over time
- demonstrates basic understanding of different perspectives of individuals and groups in the past
- makes reference to sources
- identifies interpretations and representations of the past
- uses basic historical concepts and terms
- communicates basic information through descriptive texts

**Band 2**
- describes historical features, people, places and events
- recognises aspects of continuity and/or change
- demonstrates limited understanding of different perspectives of individuals and groups in the past
- makes reference to sources
- uses limited historical concepts and terms
- provides limited information in narrative style

**Band 1**
- HSC examination rubrics — Ancient History
  **Section I, II, III**
  Your answer will be assessed on how well you:
  - demonstrate historical knowledge and understanding relevant to the question
  - communicate ideas and information logically
  - use historical terms and concepts appropriately

  **Section IV**
  Your answer you will be assessed on how well you:
  - demonstrate historical knowledge and understanding relevant to the question
  - use relevant sources and interpretation to support your response
  - communicate ideas and information using historical terms and concepts appropriately
  - present a sustained, logical and cohesive response
Ancient History HSC Examination Specifications

- The examination will consist of a written paper worth 100 marks.
- The time allowed is 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.
- Questions may include sources and/or interpretations.
- Questions may examine content from the Survey and Focus of study.

Section I – Core: Cities of Vesuvius – Pompeii and Herculaneum (25 marks)
- There will be three or four questions.
- This section will require candidates to analyse and interpret sources and apply their own knowledge.
- One question will be worth 10 to 15 marks.
- Candidates will be required to answer all questions.

Section II – Ancient Societies (25 marks)
- There will be one question for each of the eight topics.
- Questions will contain three or four parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied.

Section III – Personalities in their Times (25 marks)
- There will be one question for each of the ten topics.
- Questions will contain two or three parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied.

Section IV – Historical Periods (25 marks) There will be one extended-response question for each of the ten topics.
- Each question will have two alternatives.
- Candidates will be required to answer one alternative on the topic they have studied.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words)
Pompeii & Herculaneum Podcasts
You should be able to find these through your podcast app or on iTunes

- **When in Rome** – They have a SERIES on Pompeii!!!!!! – they are being released. Stay tuned – they are practically going through the syllabus!

- The Partial Historians - Ep 27 - [https://partialhistorians.com/2014/05/11/episode-27-vesuvius/comment-page-1/](https://partialhistorians.com/2014/05/11/episode-27-vesuvius/comment-page-1/)


- Wonders of the World – Ep 33 - Pompeii & Herculaneum

- Stuff you Missed in History Class – Pompeii: Lost and Found -

- University of Cincinnati Podcasting Pompeii (a range of episodes) -

- Estelle Lazer on Conversations with Richard Fidler – November 2013 -

- Estelle Lazer on Conversations with Richard Fidler – 2010 -

- Stolen Lives – Estelle Lazer Lecture 2016 -

- Estelle Lazer at the University of Sydney 2017 –
The Greek World and Alexander Podcasts

  - Episodes on Persian Wars
- **In Our Time** – Battle of Thermopylae
  [https://www.bbc.co.uk/programmes/p004y278](https://www.bbc.co.uk/programmes/p004y278)
- **In Our Time** – Battle of Salamis
  [https://www.bbc.co.uk/programmes/b08j99j](https://www.bbc.co.uk/programmes/b08j99j)
- **In Our Time** – Xenophon
  [https://www.bbc.co.uk/programmes/b011cfd](https://www.bbc.co.uk/programmes/b011cfd)
- **In Our Time** – Thucydides
  [https://www.bbc.co.uk/programmes/b050bcf](https://www.bbc.co.uk/programmes/b050bcf)
- **In Our Time** - Alexander the Great
  [https://www.bbc.co.uk/programmes/b06d9bk](https://www.bbc.co.uk/programmes/b06d9bk)
- **History in the Making** – Battle of Plataea
- **Dan Carlin’s Hardcore History** – King of Kings – The Persian Empire
- **Maritime History** – The Battle of Artemisium
- **Alexander the Great Podcast** (Huge series with over 100 episodes)
  - [https://alexanderthegreat.life/](https://alexanderthegreat.life/)
- **Stuff You Missed in History Class** – King Porus vs Alexander the Great
Tips for Writing Historical Essays

- DON’T ‘TELL STORIES’ – DON’T BE GENERAL. **EVIDENCE AND ANALYSIS** ARE CRUCIAL TO PERFORM WELL.

- **NEVER** use 1st person (I; me; my)

- **Always stick to question** (Be clear what the question is asking before you start)

- Don’t make critical statements like - ‘the historians hated women’—this does not show complex understanding. Don’t say ‘the historians’ thought...’ What historians?—do all historians react the same way?

- **DO** use **analytical words** like polarised, catalyst, galvanised, heightened tensions, exacerbated....

Analytical Paragraphs

- **TOPIC SENTENCE** – make a reasonably general remark relevant to the question.

- **EVIDENCE** – provide topic-specific detail, e.g. dates, people, events, ideas, organisations, places, data, etc.

- **Analysis** – explore the **significance of the evidence**
  - THIS IS WHERE YOUR EVALUATIVE ASSESSMENT of the methods WILL COME INTO PLAY!

- **Link** – make an interim summary linked firmly to the question.
Websites
Some useful websites for Study Guides and Strategies:
https://educationstandards.nsw.edu.au/wps/portal/nesa/home (NESA website – Ancient History Syllabus. The syllabus contains detailed information about the rationale, aim and objectives of the course. The course structure, requirements, and reporting and assessment processes are listed.)
https://libguides.csu.edu.au/HSC (Each of the universities’ websites also has tips and guides, so try a search under their names.)
State Library of New South Wales - Ancient History Links
http://www2.sl.nsw.gov.au/databases/?subject_id=166&search_type=both
University of New South Wales Ancient History Subject guide
http://info.library.unsw.edu.au/sshl/guides/anchist/anchistlink.html
British Museum Site - Ancient Egypt
http://www.ancientegypt.co.uk/menu.html
BBC Ancient History Website
http://www.bbc.co.uk/history/ancient
Useful links to Pompeii & Herculaneum at: