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ASSESSMENT SCHEDULE
SUBJECT: Ancient History

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHEN</th>
<th>TOPIC</th>
<th>TYPE OF TASK</th>
<th>OUTCOMES</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>1</td>
<td>TERM 4 2017 Week 9</td>
<td>Core Study</td>
<td>Source Analysis</td>
<td>H2.1, H4.1, H4.2</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>TERM 1 2018 Weeks 10 &amp; 11</td>
<td>Historical Period Core Study</td>
<td>Exam: Question with Notice Mid Course Examination</td>
<td>H3.1, H3.6, H4.1, H3.2, H3.5</td>
<td>15% 5%</td>
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<tr>
<td>3</td>
<td>TERM 2 2018 Week 6</td>
<td>Personality</td>
<td>Extended Response</td>
<td>H3.4, H4.1, H4.2</td>
<td>20%</td>
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<tr>
<td>4</td>
<td>TERM 3 2017 Week 2</td>
<td>Ancient Societies</td>
<td>Structured Response</td>
<td>H1.1, H3.3, H4.1</td>
<td>20%</td>
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<tr>
<td>5</td>
<td>TERM 3 2017 Weeks 5 &amp; 6</td>
<td>All topics</td>
<td>Trial HSC Examination</td>
<td>All</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

HSC Course
(120 indicative hours)

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25%

Part II: Ancient Societies 25%
One ancient society is to be studied.

Part III: Personalities in Their Times 25%
One personality is to be studied.

Part IV: Historical Periods 25%
One historical period is to be studied.

The HSC course requires study from at least TWO of the following areas:
- Egypt
- Near East
- Greece
- Rome

HSC Course Outcomes

A student develops the skills to:

H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context

H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world

H3.1 locate, select and organise relevant information from a variety of sources
H3.2 discuss relevant problems of sources for reconstructing the past
H3.3 analyse and evaluate sources for their usefulness and reliability
H3.4 explain and evaluate differing perspectives and interpretations of the past
H3.5 analyse issues relating to ownership and custodianship of the past
H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources

H4.1 use historical terms and concepts appropriately
H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms
### Term 4: Monday 9/10/17 – Tuesday 19/12/17

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<td>9/10</td>
<td>16/10</td>
<td>23/10</td>
<td>30/10</td>
<td>6/11</td>
<td>13/11</td>
<td>20/11</td>
<td>27/11</td>
<td>4/12</td>
<td>11/12</td>
<td>18/12</td>
</tr>
</tbody>
</table>

- **SOURCE SKILLS**
- **CORE STUDY: POMPEII AND HERCULANEUM**
- **Task 15%**
- **HIST. PERIOD**

### Term 1: Monday 29/1/18 – Friday 13/4/18

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/1</td>
<td>5/2</td>
<td>12/2</td>
<td>19/2</td>
<td>26/2</td>
<td>5/3</td>
<td>12/3</td>
<td>19/3</td>
<td>26/3</td>
<td>2/4</td>
<td>9/4</td>
</tr>
</tbody>
</table>

- **HISTORICAL PERIOD**
- **PERSONALITY**
- **MID COURSE EXAMS 20%**

### Term 2: Monday 30/4/18 – Friday 6/7/18

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/4</td>
<td>7/5</td>
<td>14/5</td>
<td>21/5</td>
<td>28/5</td>
<td>4/6</td>
<td>11/6</td>
<td>18/6</td>
<td>25/6</td>
<td>2/7</td>
<td></td>
</tr>
</tbody>
</table>

- **PERSONALITY**
- **Task 3 20%**
- **SPARTAN SOCIETY**

### Term 3: Monday 23/7/18 – Friday 28/9/18

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/7</td>
<td>30/7</td>
<td>6/8</td>
<td>13/8</td>
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<td>10/9</td>
<td>17/9</td>
<td>24/9</td>
<td></td>
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</tbody>
</table>

- **SPARTAN Task 4 20%**
- **TRIAL HSC EXAMS 25%**
- **EXAM FEEDBACK**
- **REVISION**
Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Percentage of course time: 25%

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

Outcomes

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

Students learn to:

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

Students learn about:

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

Examinable content:

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

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

3 Investigating, reconstructing and preserving the past
- changing methods and contributions of nineteenth and twentieth century archaeologists to our understanding of Pompeii and Herculaneum
- changing interpretations: impact of new research and technologies
- issues of conservation and reconstruction: Italian and international contributions and responsibilities; impact of tourism
- ethical issues: study and display of human remains
Part II: Ancient Societies

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

Percentage of course time: 25%

Outcomes

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

Students learn to:
- ask relevant historical questions
- locate, select and organise information from a range of sources to describe and analyse the key features of the ancient society
- describe and evaluate the role and nature of key features of the ancient society
- explain and assess the significance of historical factors contributing to change and continuity within the ancient society
- evaluate the usefulness and reliability of sources
- explain and evaluate differing perspectives and interpretations of the ancient society
- plan and present the findings of investigations on aspects of the ancient society, analysing and synthesising information from a range of sources
- communicate an understanding of relevant concepts, features and issues using appropriate oral and written forms.
Option I Greece: Spartan society to the Battle of Leuctra 371 BC

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

**Students learn about:**

1. **The geographical setting**
   - the geographical setting, natural features and resources of ancient Sparta
   - significant sites: Sparta

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

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

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

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

6. **Everyday life**
   - daily life and leisure activities
   - food and clothing
   - marriage customs
   - occupations.
Part III: Personalities in Their Times

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

Percentage of course time: 25%

Outcomes

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

Students learn to:

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

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

Students learn about:

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

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

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

4 Evaluation
   - impact and influence on her time
   - assessment of her life and reign
   - legacy
   - ancient and modern images and interpretations of Hatshepsut.
Option G Greece: Pericles

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

**Students learn about:**

1. **Historical context**
   - geography, topography and resources of Athens, Attica and the Athenian empire
   - overview of the development of Athenian democracy
   - overview of Athenian social, religious and economic structures

2. **Background and rise to prominence**
   - family background and education
   - early political career to 460 BC

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

4. **Evaluation**
   - impact and influence on his time
   - assessment of his life and career
   - legacy
   - ancient and modern images and interpretations of Pericles.
Part IV: Historical Periods

Percentage of course time: 25%

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

Outcomes

Students:

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

Students learn to:

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

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

Students learn about:

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

2 Expansion of Egypt’s boundaries
   – development and role of the army
   – relations with Nubia, Syria-Palestine, Mitanni
   – establishment of ‘empire’: military campaigns in Nubia, Syria-Palestine
   – image of the ‘warrior pharaoh’
   – administration of the ‘empire’: Nubia and Syria-Palestine
   – nature of Egyptian imperialism
   – maintenance of the ‘empire’: Amenhotep II, Thutmose IV
Option H Greece: The Greek world 500 – 440 BC

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

Students learn about:

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

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

3 Athens and Sparta
   - impact of Persian Wars
   - nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism
### HSC examination rubrics — Ancient History

#### Section III
In your answers you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

#### Section IV
In your answer you will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response
## Core Study Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Amphora</td>
<td>large pottery containers usually for olive oil/wine</td>
</tr>
<tr>
<td>Aqueduct</td>
<td>arched building/structure to transport water</td>
</tr>
<tr>
<td>Atrium</td>
<td>an open-roofed entrance hall or central court in an ancient Roman house</td>
</tr>
<tr>
<td>Basilica</td>
<td>law court</td>
</tr>
<tr>
<td>Campania</td>
<td>a region of Italy containing Pompeii, Herculaneum and Vesuvius</td>
</tr>
<tr>
<td>Carbonise</td>
<td>convert into carbon. In Herculaneum timber doors and beams retrained their size and shape but were hardened into a form of charcoal</td>
</tr>
<tr>
<td>Disarticulated</td>
<td>separated bones</td>
</tr>
<tr>
<td>Ethics</td>
<td>moral principles that govern a person’s or group’s behaviour</td>
</tr>
<tr>
<td>Freeborn</td>
<td>born free</td>
</tr>
<tr>
<td>Freedmen</td>
<td>an emancipated slave</td>
</tr>
<tr>
<td>Forum</td>
<td>open space in town, surrounded by public buildings</td>
</tr>
<tr>
<td>Fresco</td>
<td>a painting done on the damp plaster of walls</td>
</tr>
<tr>
<td>Garum</td>
<td>fermented fish sauce</td>
</tr>
<tr>
<td>Graffito</td>
<td>a drawing or writing scratched on a wall</td>
</tr>
<tr>
<td>Insulae</td>
<td>“blocks” can refer to apartment style housing or excavation at Pompeii and Herculaneum</td>
</tr>
<tr>
<td>Lararium</td>
<td>shrine to the guardian spirits of the Roman household</td>
</tr>
<tr>
<td>Palaestra</td>
<td>exercise ground surrounded by colonnades and with a swimming pool</td>
</tr>
<tr>
<td>Papyrus</td>
<td>writing material prepare from thin strips of the papyrus plant</td>
</tr>
<tr>
<td>Paterfamilias</td>
<td>the male head of a family or household</td>
</tr>
<tr>
<td>Portico</td>
<td>a colonnade around a central area</td>
</tr>
<tr>
<td>Pugilist pose</td>
<td>named after the pose of a boxes with extended spine and clenched fists</td>
</tr>
<tr>
<td>Resina / Ecolano</td>
<td>towns built over site of ancient Herculaneum</td>
</tr>
<tr>
<td>Salutatio</td>
<td>tradition greeting of patron for his client at his residence</td>
</tr>
<tr>
<td>Sesterces</td>
<td>the basic denomination of Roman currency</td>
</tr>
<tr>
<td>Strigil</td>
<td>used to scrape dirt/sweat from the body</td>
</tr>
<tr>
<td>Triclinium</td>
<td>a formal dining room (three couches)</td>
</tr>
</tbody>
</table>

## Selected Websites include:

Board of Studies NSW 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.  
State Library of New South Wales - Ancient History Links  
[http://www2.sl.nsw.gov.au/databases/?subject_id=166&search_type=both](http://www2.sl.nsw.gov.au/databases/?subject_id=166&search_type=both)  
University of New South Wales Ancient History Subject guide  
British Museum Site - Ancient Egypt  
[http://www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html)  
BBC Ancient History Website  
[http://www.bbc.co.uk/history/ancient](http://www.bbc.co.uk/history/ancient)  
Useful links to Pompeii & Herculaneum at:  