Ancient History 2019 v1.2

General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

170359

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1 Course overview

1.1 Introduction

1.1.1 Rationale

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Assumed knowledge, prior learning or experience

Before studying Ancient History, it is assumed students have studied the *Australian Curriculum: 7–10 History.* Through this prior learning it is assumed students understand and can apply historical concepts, including:

- evidence
- continuity and change
- cause and effect
- significance
- perspectives
- empathy
- contestability.

It is also assumed students understand and can apply historical skills, including:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

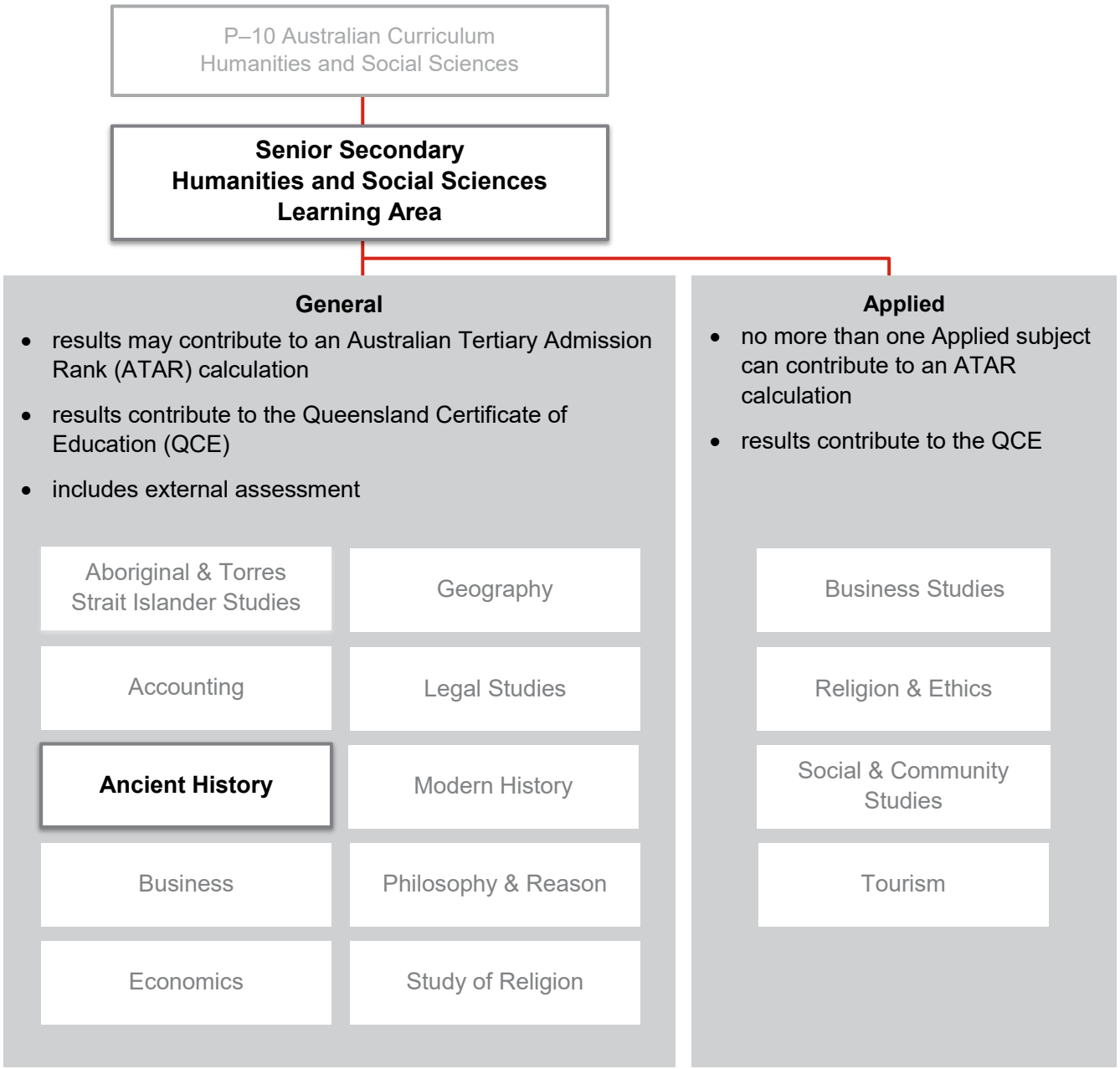
Pathways

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.3 Course structure

Ancient History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

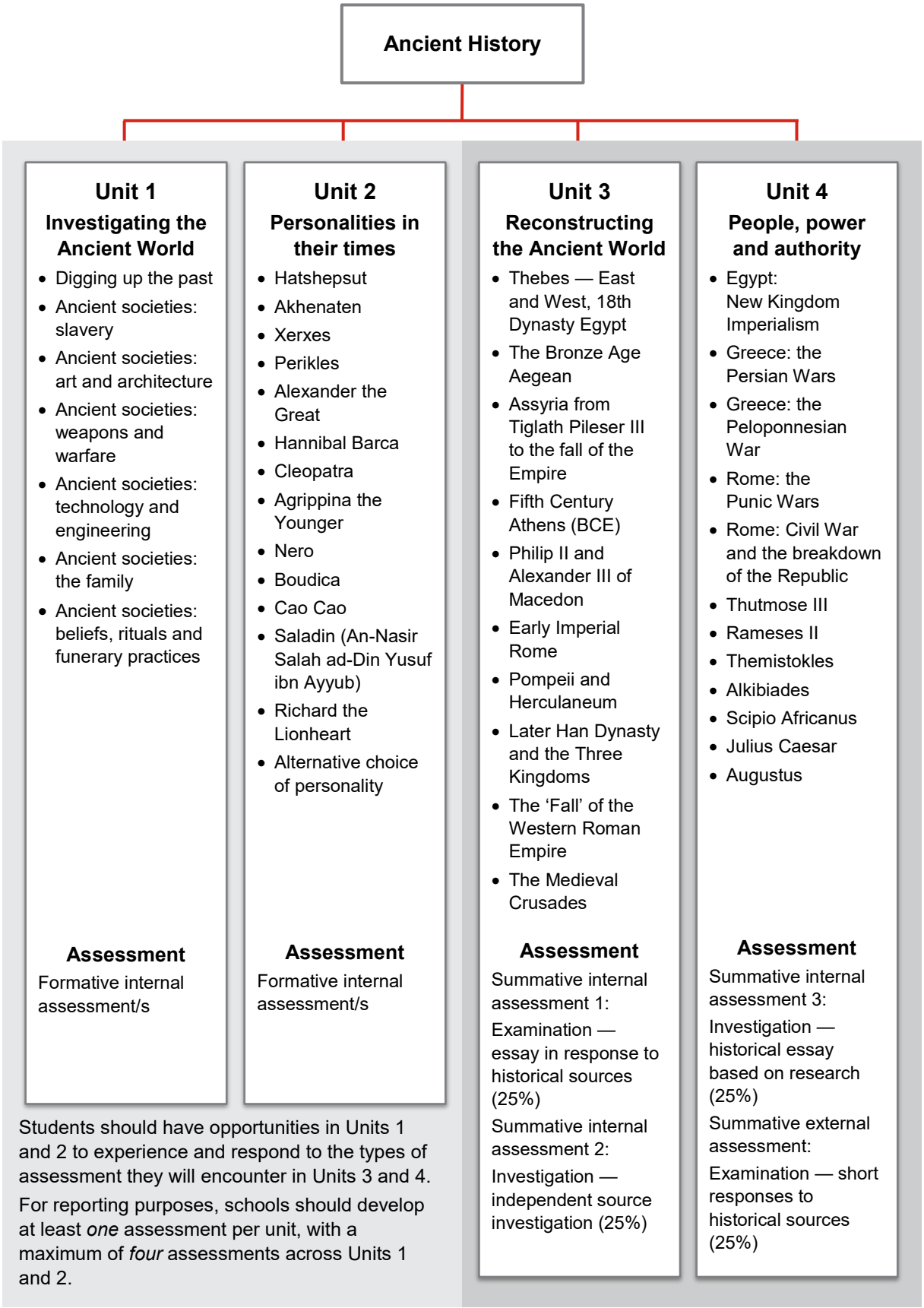
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. comprehend terms, concepts and issues	●	●	●	●
2. devise historical questions and conduct research	●	●	●	●
3. analyse evidence from historical sources to show understanding	●	●	●	●
4. synthesise evidence from historical sources to form a historical argument	●	●	●	●
5. evaluate evidence from historical sources to make judgments	●	●	●	●
6. create responses that communicate meaning to suit purpose	●	●	●	●

1. comprehend terms, concepts and issues

When students comprehend terms, concepts and issues, they acquire an understanding about matters proceeding from any cause, effect, outcome or consequence; and any general notion or idea that is used to develop an understanding of the past. They establish links between information to understand the nature and significance of historical concepts (e.g. evidence, continuity and change, and perspectives) and general concepts (e.g. democracy, imperialism and liberalism).

2. devise historical questions and conduct research

When students devise historical questions and conduct research, they frame a key inquiry question and sub-questions and develop a research plan to guide an investigation. They understand the complexities within the research that is generated from these questions. Students locate and organise information from primary and secondary sources, and they identify and practise a research process.

3. analyse evidence from historical sources to show understanding

When students analyse evidence from historical sources to show understanding, they identify the features, which may include origin, motive, audience, perspective, context, explicit meanings and implicit meanings. They use this information to break down, examine and/or interpret these features.

4. **synthesise evidence from historical sources to form a historical argument**

   When students synthesise evidence from historical sources to form a historical argument, they select and combine information into a coherent whole. This synthesis may be used to support historical arguments and/or justify decisions about, for example ideas, evidence, continuity and change, cause and effect, significance, perspectives, contestability and interpretations.

5. **evaluate evidence from historical sources to make judgments**

   When students evaluate evidence from historical sources to make judgments, they assess usefulness and reliability. They make judgments about this information and different perspectives of individuals and groups in the past, how they evolved, and how these are shaped by the author's perspective. They assess contested views about the past to understand the provisional nature of historical knowledge. Based on their interpretations, students arrive at reasoned and corroborated judgments.

6. **create responses that communicate meaning to suit purpose**

   When students create responses that communicate meaning to suit purpose, they present an account that integrates evidence from sources to explain the past and to develop arguments. They select and use text forms and language conventions, and use recognised conventions of referencing that support ethical scholarship.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Ancient History content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Ancient History

Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Ancient History is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Ancient History. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Ancient History content they have learnt.

To understand and use Ancient History content, teaching and learning strategies include:

- accessing historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient and contemporary writers, photographs, films, artefacts, sites and archived material
- learning to interpret and extrapolate meaning from a variety of sources to identify evidence
- analysing and evaluating texts for authority, reliability, relevance and accuracy
- having 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
- learning to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression and using language effectively to articulate a position.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for Ancient History.

Numeracy in Ancient History

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Ancient History content, teaching and learning strategies include:

- identifying mathematical information specific to History. For example, numeracy is useful in the historical inquiry process where students are required to recognise patterns and relationships, chronologically and spatially, through the use of scaled timelines and maps
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes, such as students validating their views with numerical data, or analysing, interpreting and drawing conclusions from statistical information. For example, in relation to continuity and change over time
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Ancient History.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	Information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Ancient History helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Ancient History.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Aboriginal perspectives and Torres Strait Islander perspectives are addressed in Ancient History through the investigation of sites of significance to Aboriginal peoples and Torres Strait Islander peoples, and the preservation and conservation of those sites. Ancient History students will develop a way into understanding Aboriginal peoples and Torres Strait Islander peoples and the shared history of Australia.

1.2.4 Pedagogical and conceptual frameworks

An approach to inquiry

Learning in the 21st century is dynamic, and is enhanced by an inquiry approach that applies discipline knowledge and skills to real-world situations and contemporary events (Masters 2016). An inquiry approach involves a range of instructional practices that stimulate student learning and give precedence to students' investigative work (Aditomo et al. 2013).

Inquiry-based learning

An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning where students have the central role
- the teacher acting as a facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

These core elements are stated by Spronken-Smith and Walker (2010, p. 726) and supported by references to Justice et al. (2007), Khan and O'Rourke (2004) and Weaver (1989).

The following table describes three different approaches to teaching inquiry along the continua between teaching for and through. This is based on Spronken-Smith and Walker (2010, p. 726), who built on the problem-solving approach of Staver and Bay (1987).

Inquiry type	Description	Teaching for or through inquiry
Structured	Teacher provides students with an issue, problem or question and an outline for addressing it. The inquiry components are structured and each component may be the focus of class activities either in isolation or through connections structured by the teacher.	For
Guided	Teacher provides questions to stimulate inquiry, and students are self-directed in terms of exploring these questions. Teacher provides guidance with some or all inquiry components.	Through
Open	Teacher cedes control and students work more independently to formulate their own questions and problems, and progress through the full inquiry cycle, with the teacher monitoring this progress.	Through

Classroom learning may involve activities and experiences that focus on particular components of the inquiry process so that these are explicitly taught — it is not necessary that students undertake all components of an inquiry approach to develop mastery, confidence and independence. Figure 3 depicts four components of an inquiry approach.

Figure 3: Stages of an inquiry approach

An inquiry approach illustrated

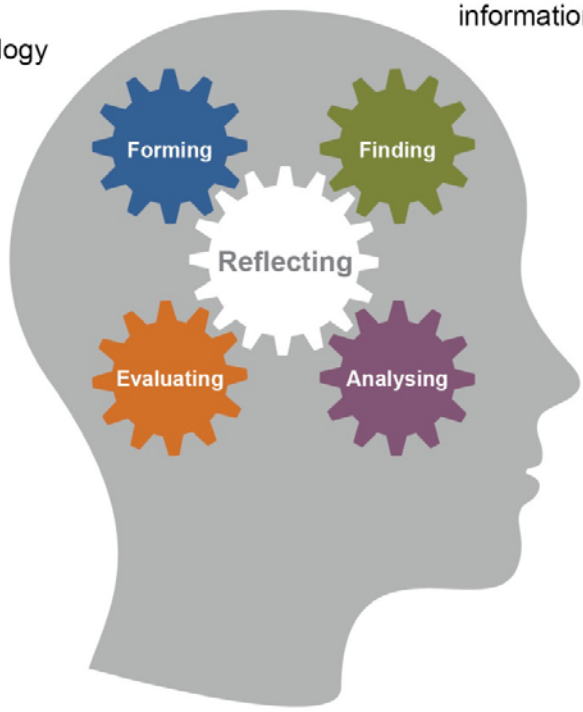
Reflecting is the crucial metacognitive activity that connects the four inquiry components of forming, finding, analysing, and evaluating. As students progress in their inquiry, they develop meaning about previous understandings and inquiry decisions. Consequently, students should be encouraged to view all key decisions and activities as formative and therefore worthy of reflection and revision (see Marzano & Kendall 2007, 2008).

Forming

- Describing the task and its components
- Developing questions about the task
- Writing the methodology

Finding

- Exploring sources
- Informing
- Locating and gathering data, information and sources



Evaluating

- Making decisions and judgments
- Drawing conclusions
- Synthesising findings
- Verifying findings

Analysing

- Matching
- Comparing
- Interpreting relationships, patterns and trends

1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with Ancient History. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

In Ancient History, the subject matter consists of the historical concepts, skills, knowledge and understandings described in the unit objectives. This subject matter is organised into topics. For each of the topics selected, students will need to engage with contextual, depth and concluding studies:

- contextual studies provide students with context for the depth study and are shorter — approximately 20% of unit time
- depth studies are the central focus for the topic, allow students to engage rigorously with a process of inquiry, and are longer than the contextual and concluding studies — approximately 60% of unit time
- concluding studies provide students with coherence for the depth study and are shorter — approximately 20% of unit time.

Where 'for example' appears in the subject matter, it is used to provide ideas about aspects, elements or contexts that could be covered when teaching topics in the units; teachers may choose to use other examples to substitute for the examples stated.

When preceding a list, 'including' refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion.

In Unit 1 Topic 1: Digging up the past, a site of significance to Aboriginal peoples and Torres Strait Islander peoples is required as one case study.

It is recommended that the topics chosen across a course of study should not significantly overlap or duplicate. For example, limiting topic choice to one civilisation or time period over the four units would not allow students sufficient breadth and depth of understanding of the Ancient World.

1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Ancient History will contribute 25% towards a student's result.

Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

Summative external assessment

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in Ancient History. It is not privileged over the school-based assessment.

1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

Reporting standards

A
The student demonstrates thorough comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing nuanced key inquiry questions and sub-questions to select evidence from primary and secondary sources that offer different perspectives. The student analyses evidence from historical sources to show discerned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a sophisticated historical argument and justify insightful decisions. The student demonstrates evaluation of evidence from historical sources to make discerning judgments that are well-reasoned and corroborated. Communication of historical ideas and arguments is succinct and logical, is characterised by using ethical scholarship, and has minimal spelling, grammar and punctuation errors.
B
The student demonstrates detailed comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing a key inquiry question and sub-questions to select evidence from primary and secondary sources that offer perspectives. The student analyses evidence from historical sources to show reasoned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a considered historical argument and justify credible decisions. The student demonstrates evaluation of evidence from historical sources to make effective judgments that are reasoned and corroborated. Communication of historical ideas and arguments is clear, is characterised by using ethical scholarship, and has few spelling, grammar and punctuation errors.
C
The student demonstrates appropriate comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and adequate use of research is conducted through framing a key inquiry question and relevant sub-questions to select evidence from primary or secondary sources that provide perspectives. The student analyses evidence from historical sources to show understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a basic historical argument and justify reasonable decisions. The student demonstrates evaluation of evidence from historical sources to make adequate judgments that are appropriate and corroborated. Communication of historical ideas and arguments is characterised by using ethical scholarship, and has some spelling, grammar and punctuation errors.
D
The student demonstrates partial comprehension of terms, concepts and issues to develop some understanding of the past. Some use of research is conducted through framing a key inquiry question to select evidence from sources that provide a perspective. The student identifies and examines evidence from historical sources to show partial understanding of features of evidence. Synthesis of evidence from sources is used to form a cursory historical argument and partial decisions. The student demonstrates evaluation of evidence from historical sources to make inconsistent judgments. Communication of historical ideas and arguments has significant spelling, grammar and punctuation errors.
E
The student demonstrates fragmented comprehension of terms, concepts and issues to develop a superficial understanding of the past. Questions are often unclear or irrelevant and rudimentary information is located in sources. The student identifies evidence from historical sources to show a superficial understanding of features of evidence. Synthesis of evidence from sources is used to form a rudimentary historical argument and fragmentary decisions. The student makes a sporadic evaluation of evidence from sources to make statements that are vague or superficial. Communication of historical ideas and arguments has frequent spelling, grammar and punctuation errors.

2 Unit 1: Investigating the Ancient World

2.1 Unit description

In Unit 1, students investigate how the ancient past has been represented. Students explore the remaining sources and how they have been interpreted. Students focus on issues relevant to the investigation of the Ancient World in order to develop the skills of historiography. Students study issues related to evidence, including authentication, preservation, ownership and/or display of material from the Ancient World. Students also investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society. The key conceptual understandings of this unit include: reliability and usefulness of sources; custodianship of the past; interpretations, representations and perspectives; the nature of evidence; continuity and change; cause and effect; significance; empathy; and contestability.

Key inquiry questions for this unit:

- What can archaeological evidence tell us about the lives of ancient peoples?
- How do ancient societies reflect the attitudes, beliefs and behaviours of ancient peoples?

Unit requirements

Students will complete two topics — Topic 1: Digging up the past, and a choice of topic from the following:

- Topic 2: Ancient societies — Slavery
- Topic 3: Ancient societies — Art and architecture
- Topic 4: Ancient societies — Weapons and warfare
- Topic 5: Ancient societies — Technology and engineering
- Topic 6: Ancient societies — The family
- Topic 7: Ancient societies — Beliefs, rituals and funerary practices.

In Topic 1, students will study a range of archaeological techniques and issues using various archaeological sites as case studies. A site of significance to Aboriginal peoples and Torres Strait Islander peoples is required as one case study, for example Lake Mungo (NSW), Lake Condah (Victoria), rock art (Carnarvon Ranges in Queensland or Kakadu in the Northern Territory), or any local site of significance. Issues related to the repatriation of Aboriginal bones or Torres Strait Islander bones may also be selected. If a local site is selected, teachers need to be culturally appropriate and should consult and build positive relationships with the Aboriginal peoples and Torres Strait Islander peoples in the local community. Refer to the QCAA *Aboriginal and Torres Strait Islander Studies Handbook*, if needed: www.qcaa.qld.edu.au/downloads/senior/snr_atsi_10_handbook.pdf.

Other sites may also be used as case studies to explore archaeological techniques and issues, e.g. the entombed warriors of Xian, the royal tombs of Ur, Jericho, Çatal Huyuk, Troy, Etruscan tombs, Tutankhamun's tomb, Masada, Aztec cities, Mayan cities, or Angkor Wat. Any topic other than these suggestions may be chosen on the basis that the site has been interpreted and represented in different ways and has been the subject of some controversy.

In Topics 2–7, students will briefly investigate the chronological and geographical context, social structure, political institutions and economic activities of an ancient society, with an in-depth focus on one key societal feature: slavery, art and architecture, weapons and warfare, technology and engineering, the family, or beliefs, rituals and funerary practices.

There is scope for teachers to choose one or more ancient societies that students may study and for students to choose the societal feature from Topics 2–7. Similarly, teachers may mandate one or more of the listed societal features from Topics 2–7, and students may choose which society they investigate. For example, all students may study the society of Old Kingdom Egypt in class, but then choose the key societal feature they wish to investigate in depth. Or, for example, teachers may focus on art and architecture in class as a key societal feature of ancient societies and then allow students to investigate this feature in a society of their choice. The ancient societies that may be selected are:

- Old Kingdom Egypt (3rd to 6th Dynasty)
- Egypt in the Ramesside Period (19th and 20th Dynasties)
- Israel and Judah (961–586 BCE)
- Archaic Greece (900–600 BCE)
- Roman society (753–133 BCE)
- Persian society (559–330 BCE)
- Spartan society (c. 700–371 BCE)
- Indian society in the Mauryan Empire (321–185 BCE)
- Ptolemaic Egypt (331–31 BCE)
- Ancient China in the Qin and Han Dynasties (221 BCE – 220 CE)
- The Early Christians (to 337 CE)
- The Celts (1200 BCE – 60 CE)
- The Vikings (700–1100 CE)
- a society or time period other than those suggested, on the basis that there are sufficient sources available for a depth study.

Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where ‘for example’ is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend terms, concepts and issues in relation to archaeology and ancient societies
2. devise historical questions and conduct research in relation to archaeology and the features of an ancient society
3. analyse evidence from historical sources to show understanding about the Ancient World
4. synthesise evidence from historical sources to form a historical argument in relation to archaeology and ancient societies
5. evaluate evidence from historical sources to make judgments about the Ancient World
6. create responses that communicate meaning to suit purpose in relation to the Ancient World.

2.3 Topic 1: Digging up the past

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to – differences between primary and secondary sources as well as literary and non-literary sources – ways in which archaeological sites have been discovered – various methods of excavation, including grid excavation – roles and responsibilities of members of an archaeological team – ways in which evidence from the Ancient World has been lost and rediscovered • analyse evidence from historical sources to show understanding about – problems of authenticity, e.g. the identification and origin of ancient artefacts, human remains and documents – the reliability of ancient writers who did not witness the events they describe – the condition of artefacts and the impact on their use as evidence – methods and results of scientific analysis (forensic techniques) and modern preservation of remains.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – methods of authentication, e.g. scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources – the nature of the site/s, and the condition and extent of the remains – the role of museums in acquiring, collecting and storing artefacts/cultural materials • analyse evidence from historical sources to show understanding about archaeological issues • devise historical questions and conduct research • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about archaeological sites and issues, e.g. – ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources, motivations of the perpetrators of fakes and forgeries and the significance of the evidence they were intended to provide about the ancient past – the nature and significance of cultural property for the society to which it belongs, and arguments for and against the return of cultural property to descendants or peoples who claim ownership – the condition of human remains and how they were preserved, discovered and/or removed from where they were found; issues of conservation and preservation of the site/s, e.g. factors that threaten the integrity or survival of the ancient site (environmental factors, war, terrorism, pillaging, poverty); effectiveness and appropriateness of methods used to preserve, conserve and/or reconstruct the site/s; relevant national or international charters or conventions (e.g. UNESCO's Charters) and international efforts to protect sites of World Heritage significance – the nature and impact on cultural heritage of looting and the illegal trade of antiquities – the significance of human remains for an understanding of the life and times in which they lived, e.g. the social status of individuals, the beliefs and practices of the society, the health of ancient populations, and the nature of the environment – ethical issues relevant to the treatment, display and ownership of remains, e.g. the use of destructive methods of scientific analysis – the reconstruction of ancient site/s, e.g. painting, historical fiction, film, documentaries, museum displays, and virtual worlds, and understanding their use for propaganda – contributions of museums to an understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions • create responses that communicate meaning to suit purpose.

Subject matter

Concluding study

In this concluding study, students will:

- comprehend terms, concepts and issues around the discovery, treatment and preservation of archaeological evidence
- evaluate evidence from historical sources to make judgments about modern cultural depictions of archaeology and archaeologists, e.g. in literature or films such as the *Indiana Jones* series and *The Mummy*.

2.4 Topic 2: Slavery

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to – a broad chronological overview, from the origins of the society to the period that is the focus for investigation – the geographical location, the nature of the environment and its influence on the society.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children, and attitude/s towards women, children and education – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions, and key legal structures – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour, and economic exchange (tribute, taxation and coinage) • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – key archaeological and written sources on slavery for the society selected – the nature of sources for slavery and evidence for the origins of slavery – composition of slave groups, occupations (of men, women and children) and treatment – the economic importance of slavery – attitudes to slavery, the status of slaves and their relationship with masters – the extent of slavery and significant events in the history of slavery, e.g. revolts • create responses that communicate meaning to suit purpose.
Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the legacy of slavery for the selected society.

2.5 Topic 3: Art and architecture

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – a broad chronological overview, from the origins of the society to the period that is the focus for investigation
  – the geographical location, the nature of the environment and its influence on the society.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to
  – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children, and attitude/s towards women, children and education
  – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions, and key legal structures
  – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour, and economic exchange (tribute, taxation and coinage)
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – key archaeological and written sources on art and architecture for the society selected
  – the nature of sources for art and architecture
  – themes and styles of art
  – the main features, materials, purpose and function of various forms of architecture
  – the role and significance of art and architecture, public and private
  – evidence from the spread of particular forms of art and architecture in the Ancient World through trade, the movement of peoples and conquest
• create responses that communicate meaning to suit purpose.

Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the legacy of art and architecture for the selected society and modern times.

2.6 Topic 4: Weapons and warfare

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – a broad chronological overview, from the origins of the society to the period that is the focus for investigation
  – the geographical location, the nature of the environment and its influence on the society.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to
  – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
  – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
  – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – key archaeological and written sources on weapons and warfare for the society selected
  – the nature of sources for weapons and warfare and early evidence for military encounters in the Ancient World
  – the composition and role of armies and navies, and changes in forms of weapons and military tactics
  – the significance of the military
  – the political, economic and social impact of warfare and conquest
• create responses that communicate meaning to suit purpose.

Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the legacy of weapons and warfare for the selected society and modern times.

2.7 Topic 5: Technology and engineering

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – a broad chronological overview, from the origins of the society to the period that is the focus for investigation
  – the geographical location, the nature of the environment and its influence on the society.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to
  – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
  – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
  – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – key archaeological and written sources on technology and engineering for the society selected
  – the nature of sources for technology and engineering
  – technological developments in the construction material and methods related to buildings, structures and statues
  – forms of technology and their impact on households and economic life, e.g. metallurgy, pottery, surgical tools, transport, water supply and sanitation
  – use of technology in ancient times to access resources and control the environment
• create responses that communicate meaning to suit purpose.

Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the impact and legacy of technological innovations.

2.8 Topic 6: The family

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to – a broad chronological overview, from the origins of the society to the period that is the focus for investigation – the geographical location, the nature of the environment and its influence on the society.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage) • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the key archaeological and written sources on the family for the society selected – the nature of sources on the family and early depictions of the family (men, women and children) in the historical record – beliefs and practices that influenced family life, e.g. the purpose of marriage and betrothal, marriage rituals, divorce, concubines, infanticide, concepts of gender and the role and status of women, leisure activities – different concepts of the family, family structures and family ties and the roles and relationships within the family – concepts of childhood and childhood experiences, e.g. education, rites of passage, age of adulthood • create responses that communicate meaning to suit purpose.
Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the significance of the family in social and political life.

2.9 Topic 7: Beliefs, rituals and funerary practices

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – a broad chronological overview, from the origins of the society to the period that is the focus for investigation
  – the geographical location, the nature of the environment and its influence on the society.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to
  – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
  – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
  – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – key archaeological and written sources on beliefs, rituals and funerary practices for the society selected
  – the nature of sources for beliefs, rituals and funerary practices
  – dominant beliefs and rituals
  – the influence and significance of beliefs and rituals
  – attitudes to, and beliefs about, death and the concept of an afterlife
  – funerary practices (burial sites, forms of burial, ceremonies) and their relationships to religious beliefs and social status
• create responses that communicate meaning to suit purpose.

Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about the legacy of beliefs, rituals and funerary practices for the selected society and modern times.

2.10 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 1, suggested assessment instruments include an Examination — short responses to historical sources aligned with Topic 1: Digging up the past, and an Investigation — independent source investigation aligned with the second topic selected for study in Unit 1.

3 Unit 2: Personalities in their times

3.1 Unit description

In Unit 2, students investigate key personalities of the Ancient World in the context of their times. Students examine the social, political and economic institutions in which the personality is positioned and focus on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students consider the attributes that characterise a significant ancient personality and the driving forces behind such individuals. In this unit there is a focus on the key conceptual understandings of: context, reliability and usefulness of sources; perspectives and representation; evidence; continuity and change; cause and effect; significance; empathy; and contestability.

Key inquiry questions for this unit:

- What were the motivations, attributes and achievements of significant ancient personalities?
- Are great leaders born, not made? Do people make history or are they a product of history?

Unit requirements

Two topics are studied in this unit. Each topic contains a contextual study, depth study and concluding study. The topics that may be selected are:

- Topic 1: Hatshepsut
- Topic 2: Akhenaten
- Topic 3: Xerxes
- Topic 4: Perikles
- Topic 5: Alexander the Great
- Topic 6: Hannibal Barca
- Topic 7: Cleopatra
- Topic 8: Agrippina the Younger
- Topic 9: Nero
- Topic 10: Boudica
- Topic 11: Cao Cao
- Topic 12: Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
- Topic 13: Richard the Lionheart
- Topic 14: Alternative choice of personality (an individual other than those suggested, chosen on the basis that there are sufficient sources available for a depth study).

Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives, are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where 'for example' is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend terms, concepts and issues in relation to the ancient personalities and their times being studied
2. devise historical questions and conduct research in relation to an ancient personality
3. analyse evidence from historical sources to show understanding of ancient personalities and their historical context
4. synthesise evidence from historical sources to form a historical argument in relation to ancient personalities and their historical context
5. evaluate evidence from historical sources to make judgments about ancient personalities
6. create responses that communicate meaning to suit purpose in relation to ancient personalities.

3.3 Topic 1: Hatshepsut

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Hatshepsut and the time in which she lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Hatshepsut.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Hatshepsut's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Hatshepsut in primary sources
  – the various interpretations and representations of Hatshepsut presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Hatshepsut
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Hatshepsut's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.4 Topic 2: Akhenaten

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the historical and geographical background of Akhenaten and the time in which he lived • analyse evidence from historical sources to show understanding about – key archaeological and written sources for the period – issues involved with the nature of evidence from the reign of Akhenaten.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to Akhenaten's personality and achievements • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the various interpretations and representations of Akhenaten in primary sources – the various interpretations and representations of Akhenaten presented in secondary sources and how these have differed over time – changing ancient and modern perceptions of the achievements and legacy of Akhenaten • create a response that communicates meaning to suit purpose.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Akhenaten's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.5 Topic 3: Xerxes

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Xerxes and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Xerxes.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Xerxes' personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Xerxes in primary sources
  – the various interpretations and representations of Xerxes presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Xerxes
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Xerxes' reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.6 Topic 4: Perikles

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Perikles and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the leadership of Perikles.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues associated with Perikles, his personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Perikles in primary sources
  – the various interpretations and representations of Perikles presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Perikles
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Perikles' leadership • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.7 Topic 5: Alexander the Great

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Alexander III (also known as Alexander the Great) and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Alexander III.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Alexander's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Alexander in primary sources
  – the various interpretations and representations of Alexander presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Alexander
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Alexander's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.8 Topic 6: Hannibal Barca

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the historical and geographical background of Hannibal Barca and the time in which he lived • analyse evidence from historical sources to show understanding about – key archaeological and written sources for the period – issues involved with the nature of evidence from the leadership of Hannibal Barca.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to Hannibal Barca's personality and achievements • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the various interpretations and representations of Hannibal Barca in primary sources – the various interpretations and representations of Hannibal Barca presented in the secondary sources and how these have differed over time – changing ancient and modern perceptions of the achievements and legacy of Hannibal Barca • create a response that communicates meaning to suit purpose.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Hannibal Barca's leadership • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.9 Topic 7: Cleopatra

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Cleopatra and the time in which she lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Cleopatra.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Cleopatra's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Cleopatra in primary sources
  – the various interpretations and representations of Cleopatra presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Cleopatra
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Cleopatra's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.10 Topic 8: Agrippina the Younger

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Agrippina the Younger and the time in which she lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the time of Agrippina the Younger.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues associated with Agrippina the Younger, her personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Agrippina the Younger in primary sources
  – the various interpretations and representations of Agrippina the Younger presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Agrippina the Younger
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Agrippina the Younger's influence • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.11 Topic 9: Nero

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Nero and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Nero.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Nero's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Nero in primary sources
  – the various interpretations and representations of Nero presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Nero
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Nero's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.12 Topic 10: Boudica

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of Boudica and the time in which she lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the leadership of Boudica.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Boudica's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Boudica in primary sources
  – the various interpretations and representations of Boudica presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Boudica
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Boudica's leadership • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.13 Topic 11: Cao Cao

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background to Cao Cao and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Cao Cao.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Cao Cao's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Cao Cao in primary sources
  – the various interpretations and representations of Cao Cao presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Cao Cao
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Cao Cao's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.14 Topic 12: Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to historical and geographical background to Saladin and the time in which he lived • analyse evidence from historical sources to show understanding about – key archaeological and written sources for the period – issues involved with the nature of evidence from the reign of Saladin.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to Saladin's personality and achievements • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the various interpretations and representations of Saladin in primary sources – the various interpretations and representations of Saladin presented in secondary sources and how these have differed over time – changing ancient and modern perceptions of the achievements and legacy of Saladin • create a response that communicates meaning to suit purpose.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Saladin's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.15 Topic 13: Richard the Lionheart

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background to Richard the Lionheart and the time in which he lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign of Richard the Lionheart.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to Richard the Lionheart's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of Richard the Lionheart in primary sources
  – the various interpretations and representations of Richard the Lionheart presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of Richard the Lionheart
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of Richard the Lionheart's reign • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.16 Topic 14: Alternative choice of personality

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to the historical and geographical background of the individual and the time in which they lived
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – issues involved with the nature of evidence from the reign/leadership of the individual.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the individual's personality and achievements
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the various interpretations and representations of the individual in primary sources
  – the various interpretations and representations of the individual presented in secondary sources and how these have differed over time
  – changing ancient and modern perceptions of the achievements and legacy of the individual
• create a response that communicates meaning to suit purpose.

Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the aftermath of the individual's reign/leadership • evaluate evidence from historical sources to make judgments about the impact of significant personalities on their times.

3.17 Assessment guidance

In constructing assessment instruments for Unit 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 2, suggested assessment instruments include an Investigation — historical essay based on research using any of Topics 1–14 and an Examination — essay in response to historical sources using any of Topics 1–14.

4 Unit 3: Reconstructing the Ancient World

4.1 Unit description

In Unit 3, students investigate significant historical periods through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, key events and individuals of a historical period. This unit allows for greater focus on historiography and challenges associated with an interrogation of evidence. Students analyse the usefulness of a wide range of sources and the contribution of research and scholarship to the reconstruction of a historical period. Students develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past. Key conceptual understandings include: usefulness and reliability of sources, perspectives, interpretations and contestability; evidence; continuity and change; cause and effect; significance; and empathy.

Key inquiry questions for this unit:

- How is meaning concerning certain periods of history constructed from historical evidence?
- What features, achievements and issues distinguish significant historical periods of Antiquity?

Unit requirements

Two topics are studied in this unit. The topics that may be selected are:

- Topic 1: Thebes — East and West, 18th Dynasty Egypt
- Topic 2: The Bronze Age Aegean
- Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire
- Topic 4: Fifth Century Athens (BCE)
- Topic 5: Philip II and Alexander III of Macedon
- Topic 6: Early Imperial Rome
- Topic 7: Pompeii and Herculaneum
- Topic 8: Later Han Dynasty and the Three Kingdoms
- Topic 9: The 'Fall' of the Western Roman Empire
- Topic 10: The Medieval Crusades.

Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where 'for example' is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective is assessed at least once.

Students will:

Unit objective	IA1	IA2
1. comprehend terms, concepts and issues in relation to the reconstruction of a historical period in the Ancient World	•	
2. devise historical questions and conduct research in relation to a historical period in the Ancient World		•
3. analyse evidence from historical sources to show understanding in relation to specific historical periods in the Ancient World	•	•
4. synthesise evidence from historical sources to form a historical argument about a historical period in the Ancient World	•	
5. evaluate evidence from historical sources to make judgments about a historical period in the Ancient World	•	•
6. create responses that communicate meaning to suit purpose in relation to a historical period in the Ancient World.	•	•

4.3 Topic 1: Thebes — East and West, 18th Dynasty Egypt

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of Egypt during the 18th Dynasty with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of 18th Dynasty Egypt • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.4 Topic 2: The Bronze Age Aegean

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of the Bronze Age Aegean with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of the Bronze Age Aegean • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.5 Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of Ancient Assyria with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of Ancient Assyria • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.6 Topic 4: Fifth Century Athens (BCE)

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of Athens during the fifth century BCE with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of Athens during the fifth century BCE • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.7 Topic 5: Philip II and Alexander III of Macedon

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of ancient Macedon during the reigns of Philip II and Alexander III with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of ancient Macedon in the time of Philip II and Alexander III • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.8 Topic 6: Early Imperial Rome

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of early Imperial Rome with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of early Imperial Rome • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.9 Topic 7: Pompeii and Herculaneum

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of Pompeii and Herculaneum from their foundations to the period leading up to the eruption of Vesuvius with particular reference to the remains at these sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of Pompeii and Herculaneum • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.10 Topic 8: Later Han Dynasty and the Three Kingdoms

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of ancient China from 180–280 CE with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of the Later Han Dynasty and the Three Kingdoms • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.11 Topic 9: The ‘Fall’ of the Western Roman Empire

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of the Roman Empire from its height of power to its decline with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to the reconstruction of the historical period around the fall of the Western Roman Empire • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies.

4.12 Topic 10: The Medieval Crusades

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to the geographical and historical context of Europe and the Holy Land during the early Medieval period with particular reference to the remains at key sites and other relevant sources • analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to – the nature of governance and political developments – significant events and key individuals – social structure – cultural life and practices – religious beliefs and practices • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources and either • create a response that communicates meaning to suit purpose by presenting an essay in response to historical sources or • devise historical questions and conduct research and create a response that communicates meaning by presenting an independent source investigation.
Concluding study In this concluding study, students will: • comprehend terms, concepts and issues in relation to reconstructing the historical period of the Medieval Crusades • evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example new discoveries, research and technologies.

4.13 Assessment

4.13.1 Summative internal assessment 1 (IA1): Examination — essay in response to historical sources (25%)

Description

The examination assesses the application of a range of cognitions to an unseen question.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues in relation to a topic focused on the reconstruction of a historical period in the Ancient World
3. analyse evidence from historical sources to show understanding in relation to a topic focused on a specific historical period in the Ancient World
4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a historical period in the Ancient World
5. evaluate evidence from historical sources to make judgments in relation to a topic focused on a historical period in the Ancient World
6. create an essay in response to historical sources that communicates meaning to suit purpose in relation to a topic focused on a historical period in the Ancient World.

Note: Unit objective 2 is not assessed in this instrument.

Specifications

- The unseen question will be developed from Unit 3, using the topic from 1–10 that was chosen for study. The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.
- An essay in response to historical sources requires sustained analysis, synthesis and evaluation of the stimulus material in order to fully support a student-generated hypothesis.
- An essay in response to historical sources has the following features:
  - an introduction (which sets context and includes a hypothesis and outline of the argument)
  - body paragraphs with topic sentences
  - a conclusion (which draws together the main ideas and arguments).
- Ethical scholarship to be applied in the response.

Stimulus specifications

- Stimulus supplied for an essay in response to historical sources includes 9 to 12 sources.
- Some sources (6–7) seen one week before the examination but not interrogated with teacher assistance; some sources (3–5) are not seen before the examination, and these should be succinct enough for students to engage with during planning time.
- Context statements must be supplied for each source in the form of a brief description that may include author, time of production, and any general details about the circumstances in which a source was produced.

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: 800–1000 words
- No notes allowed
- Clean copy of the stimulus supplied.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the essay in response to historical sources.

Criterion	Objectives	Marks
Comprehending	1	6
Analysing	3	4
Synthesising	4	4
Evaluating	5	6
Creating and communicating	6	5
Total		**25**

Note: Unit objective 2 is not assessed in this instrument.

Instrument-specific marking guide

Criterion: Comprehending

Assessment objective

1. comprehend terms, concepts and issues in relation to a topic focused on the reconstruction of a historical period in the Ancient World

The student work has the following characteristics:	Marks
• thorough and mostly accurate use of terms placed into historical contexts • detailed explanation of issues related to the unseen question • informed understanding of the relationship between concepts and a variety of ideas developed in response to the unseen question.	5–6
• appropriate use of terms placed into historical contexts • adequate explanation of issues related to the unseen question • reasonable understanding of the relationship between concepts and the unseen question.	3–4
• partial, fragmented or mostly inaccurate use of a term or terms • rudimentary explanation of an issue or issues • superficial understanding of the link between a concept or concepts and the unseen question or topic.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse evidence from historical sources to show understanding in relation to a topic focused on a specific historical period in the Ancient World

The student work has the following characteristics:	Marks
• discerning identification of the features of evidence from a range of sources in the stimulus supplied • detailed examination of the features of evidence from sources in the stimulus supplied • informed explanation about how evidence from sources in the stimulus supplied contributes to the development of the hypothesis.	3–4
• identification of the features of evidence from sources in the stimulus supplied • examination of the features of evidence from sources in the stimulus supplied • explanation about how evidence from sources in the stimulus supplied contributes to the development of the hypothesis or the unseen question.	2
• partial or fragmented identification of a feature of evidence from a source or sources • rudimentary examination of a feature of evidence from a source or sources • superficial explanation about how evidence from a source or sources relate to the hypothesis, unseen question or the topic.	1
• does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Assessment objective

4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
• combination of information from the stimulus supplied to justify insightful decisions • combination of information from the stimulus supplied to support a sophisticated historical argument • these combinations use evidence from a range of sources in the stimulus supplied.	3–4
• combination of information from the stimulus supplied to justify reasonable decisions • combination of information from the stimulus supplied to support a basic historical argument • these combinations use evidence from sources in the stimulus supplied.	2
• combination of information from the stimulus supplied relates to a partial or fragmented decision • combination of information from the stimulus supplied relates to a superficial or rudimentary historical argument or a non-historical argument • these combinations use evidence from a source.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate evidence from historical sources to make judgments in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
• discerning judgments about usefulness and/or reliability • these judgments use evidence from a range of sources and/or refer to different perspectives in the stimulus supplied • these judgments are well-reasoned and corroborated.	5–6
• adequate judgments about usefulness and/or reliability • these judgments use evidence from sources and/or refer to perspectives in the stimulus supplied • these judgments are appropriate and corroborated.	3–4
• partial or fragmented statement/s about usefulness and/or reliability • these statements use evidence from a source and/or refer to a perspective in the stimulus supplied • these statements are inconsistent, superficial or vague.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Assessment objective

6. create an essay in response to historical sources that communicates meaning to suit purpose in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
• succinct, with ideas related to the unseen question and hypothesis conveyed logically • features of an essay in response to historical sources and ethical scholarship are consistently demonstrated • minimal errors in spelling, grammar and punctuation.	4–5
• conveys ideas related to the unseen question and/or hypothesis • features of an essay in response to historical sources and ethical scholarship are demonstrated • some errors in spelling, grammar and punctuation.	2–3
• conveys ideas that are frequently unrelated to the unseen question and/or hypothesis • features of an essay in response to historical sources and ethical scholarship are inconsistently demonstrated • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
• does not satisfy any of the descriptors above.	0

4.13.2 Summative internal assessment 2 (IA2): Investigation — independent source investigation (25%)

Description

An independent source investigation uses research and investigative practices to assess a range of cognitions in a particular context. It is an opportunity for students to demonstrate the application of the historical concepts and historical skills — by selecting and analysing a range of historical sources and considering different perspectives — to the investigation.

Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Research conventions including citations and reference list must be adhered to. Responses are completed individually, under process writing conditions, over a number of hours.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

2. devise historical questions and conduct research in relation to a topic focused on a historical period in the Ancient World
3. analyse evidence from historical sources to show understanding in relation to a topic focused on a specific historical period in the Ancient World
5. evaluate evidence from historical sources to make judgments in relation to a topic focused on a historical period in the Ancient World
6. create an independent source investigation that communicates meaning to suit purpose in relation to a topic focused on a historical period in the Ancient World.

Note: Unit objectives 1 and 4 are not assessed in this instrument.

Specifications

- Schools select one topic from Unit 3 not previously assessed for the Summative internal assessment 1 (IA1). The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.
- An independent source investigation has the following features:
  - identifying, locating and organising sources that have not been studied or supplied in class (a combined total of 4–6 sources, including primary and secondary, that demonstrate different perspectives)
  - devising a student-driven key inquiry question and 3–5 sub-questions
  - creating a rationale (with a paragraph structure) that explains the thinking behind their topic, e.g. topic choice, origins of their questions, possible hypothesis, choice of sources
  - developing a source analysis where emphasis is given to analysing the origin, purpose and context of historical evidence, and evaluating historical sources and evidence to show understanding of perspectives and interpretations. These can be in dot points. However, accepted standard language conventions apply
  - creating a critical summary of evidence reflecting on decisions, judgments and/or conclusions.
- Practising ethical scholarship by using a recognised referencing system to acknowledge sources (including a reference list).

Conditions

- Time: recommended duration is approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response.
- Length: 1500–2000 words total (suggested breakdown: rationale 200–300 words, source analysis 800–1200 words, critical summary of evidence 300–500 words).
- Direct quotes are included in the word length unless cited for authentication purposes (e.g. direct quotes presented alongside the source analysis).

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the independent source investigation.

Criterion	Objectives	Marks
Devising and conducting	2	6
Analysing	3	8
Evaluating	5	8
Creating and communicating	6	3
Total		**25**

Note: Unit objectives 1 and 4 are not assessed in this instrument.

Instrument-specific marking guide

Criterion: Devising and conducting

Assessment objective

2. devise historical questions and conduct research in relation to a topic focused a historical period in the Ancient World

The student work has the following characteristics:	Marks
• discerning use of historical questions by creating a nuanced key inquiry question and relevant sub-questions • detailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question • selection of evidence from primary and secondary sources that offer different perspectives.	5–6
• appropriate use of historical questions by creating a key inquiry question and relevant sub-questions • adequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question • selection of evidence from primary or secondary sources that offer perspectives.	3–4
• partial or fragmented use of historical questions by creating a key inquiry question and/or sub-question/s that are irrelevant, non-historical or vague • rudimentary use of historical research by using evidence from a source that relates to the key inquiry question, sub-question/s or non-historical statement/s • selection of a source or sources that offer a perspective.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse evidence from historical sources to show understanding in relation to a topic focused on a specific historical period in the Ancient World

The student work has the following characteristics:	Marks
• discerning identification of the features of evidence from primary and secondary sources • detailed examination of the features of evidence from primary and secondary sources • informed explanation about how evidence from sources contributes to the development of the key inquiry question.	7–8
• appropriate identification of the features of evidence from primary and secondary sources • adequate examination of the features of evidence from primary and secondary sources • reasonable explanation about how evidence from sources contributes to the development of the key inquiry question.	5–6
• identification of the features of evidence from sources • examination of the features of evidence from sources • explanation about how evidence from sources contributes to the development of the key inquiry question.	3–4
• partial or fragmented identification of a feature of evidence from a source or sources • rudimentary examination of a feature of evidence from a source or sources • superficial explanation about how evidence from a source or sources relate to the key inquiry question, sub-question/s or the topic.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate evidence from historical sources to make judgments in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
• discerning judgments about usefulness and reliability • these judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysis • these judgments are well-reasoned and corroborated.	7–8
• effective judgments about usefulness and/or reliability • these judgments use evidence from primary and secondary sources and/or refer to perspectives included in the source analysis • these judgments are reasoned and corroborated.	5–6
• adequate judgments about usefulness and/or reliability • these judgments use evidence from sources and/or refer to perspectives included in the source analysis • these judgments are appropriate and corroborated.	3–4
• partial or fragmented statement/s about usefulness and/or reliability • these statement/s use evidence from a source and/or refer to a perspective included in the source analysis • these statement/s are inconsistent, superficial or vague.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Assessment objective

6. create an independent source investigation that communicates meaning to suit purpose in relation to a topic focused on a historical period in the Ancient World

The student work has the following characteristics:	Marks
• succinct, with ideas related to the key inquiry question and sub-questions conveyed logically • features of an independent source investigation and ethical scholarship are consistently demonstrated • minimal errors in spelling, grammar and punctuation.	3
• conveys ideas related to the key inquiry question or sub-questions • features of an independent source investigation and ethical scholarship are demonstrated • some errors in spelling, grammar and punctuation evident.	2
• conveys ideas that are frequently unrelated to the key inquiry question and/or sub-question/s • features of an independent source investigation and ethical scholarship are inconsistently demonstrated • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
• does not satisfy any of the descriptors above.	0

5 Unit 4: People, power and authority

5.1 Unit description

In Unit 4, students investigate an ancient society in an important historical period, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict. Students also study an individual who had a significant impact on that society. Students develop an understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual. It examines the key phases by which power and authority are challenged by conflict — causation, course, and consequences — and, through these, the important concepts of historical continuity and change. Other key conceptual understandings include: usefulness and reliability of sources; perspectives, interpretations and contestability; evidence; significance; and empathy.

Key inquiry questions to guide this unit:

- How was power and authority gained, maintained and challenged in the Ancient World?
- How does this understanding inform our modern perspectives on power?

Unit requirements

Two topics are studied in this unit — one from Topics 1–5 and one from Topics 6–12.

Schools choose one study of power from:

- Topic 1: Ancient Egypt — New Kingdom Imperialism
- Topic 2: Ancient Greece — the Persian Wars
- Topic 3: Ancient Greece — the Peloponnesian War
- Topic 4: Ancient Rome — the Punic Wars
- Topic 5: Ancient Rome — Civil War and the breakdown of the Republic.

QCAA will nominate one topic that will be the basis for external assessment from:

- Topic 6: Thutmose III
- Topic 7: Rameses II
- Topic 8: Themistokles
- Topic 9: Alkibiades
- Topic 10: Scipio Africanus
- Topic 11: Julius Caesar
- Topic 12: Augustus.

Schools will be notified of the topic at least 12 months before the external assessment is implemented.

Subject matter

The subject matter provides the context through which the historical concepts, skills, knowledge and understandings described in the unit objectives, are developed. The sequence and emphasis of these objectives should be applied by teachers to enhance the process of historical inquiry and align with the specified assessment.

Teachers may select subject matter where 'for example' is used and do not need to cover all the subject matter outlined. The example subject matter is provided for guidance, particularly where topics are unfamiliar.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised to the subject matter and requirements of the unit. Each unit objective is assessed at least once.

Students will:

Unit objective	IA3	EA
1. comprehend terms, concepts and issues in relation to people, power and authority in the Ancient World	•	•
2. devise historical questions and conduct research in relation to people, power and authority in a particular period in the Ancient World	•	
3. analyse evidence from historical sources to show understanding about the nature of power and how it was exercised in the Ancient World	•	•
4. synthesise evidence from historical sources to form a historical argument about a powerful individual, group or society in the Ancient World	•	•
5. evaluate evidence from historical sources to make judgments about people, power and authority in the Ancient World	•	•
6. create responses that communicate meaning to suit purpose in relation to people, power and authority in the Ancient World.	•	•

5.3 Topic 1: Egypt — New Kingdom Imperialism

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to – the nature of power and authority, what is meant by the term 'power', how power has been viewed over time and the kinds of groups and individuals who have exercised power over time – the historical and geographical context of New Kingdom Egypt – an overview of key developments • analyse evidence from historical sources to show understanding about – key archaeological and written sources for the period – the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to power and authority, how it was exercised during New Kingdom Egypt and its change and development • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources – changing interpretations of sources over time and their influence on understanding of the period • devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research.
Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about – how historians and theorists have debated the nature of power and the way it is exercised – the historical significance of the study of power in New Kingdom Egypt.

5.4 Topic 2: Greece — the Persian Wars

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the nature of power and authority, what is meant by the term 'power', how power has been viewed over time and the kinds of groups and individuals who have exercised power over time
  – the historical and geographical context — of both Greece and Persia — leading up to the Persian Wars
  – an overview of key developments
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to power and authority, its change and development, including key people, places and events during the Persian Wars
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the limitations, reliability and usefulness of sources
  – changing interpretations of sources over time and their influence on understanding of the period
• devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research.

Concluding study
In this concluding study, students will:
• evaluate evidence from historical sources to make judgments about
  – how historians and theorists have debated the nature of power and the way it is exercised
  – the historical significance of the study of power during the Persian Wars.

5.5 Topic 3: Greece — the Peloponnesian War

Subject matter
Contextual study In this contextual study, students will: • comprehend terms, concepts and issues in relation to – the nature of power and authority, what is meant by the term 'power', how power has been viewed over time and the kinds of groups and individuals who have exercised power over time – the historical and geographical context of Greece leading up to the Peloponnesian War – an overview of key developments • analyse evidence from historical sources to show understanding about – key archaeological and written sources for the period – the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.
Depth study In this depth study, students will: • comprehend terms, concepts and issues in relation to power and authority, how it was exercised and its change and development during the Peloponnesian War • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about – the limitations, reliability and usefulness of sources – changing interpretations of sources over time and their influence on understanding of the period • devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research.
Concluding study In this concluding study, students will: • evaluate evidence from historical sources to make judgments about – how historians and theorists have debated the nature of power and the way it is exercised – the historical significance of the study of power during the Peloponnesian War.

5.6 Topic 4: Rome — the Punic Wars

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the nature of power and authority, what is meant by the term 'power', how power has been viewed over time and the kinds of groups and individuals who have exercised power over time
  – the historical and geographical context in both Rome and Carthage leading up to the Punic Wars
  – an overview of key developments
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to power and authority, how it was exercised and its change and development during the Punic Wars
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the limitations, reliability and usefulness of sources
  – changing interpretations of sources over time and their influence on understanding of the period
• devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research.

Concluding study
In this concluding study, students will:
• evaluate evidence from historical sources to make judgments about
  – how historians and theorists have debated the nature of power and the way it is exercised
  – the historical significance of the study of power during the Punic Wars.

5.7 Topic 5: Rome — Civil War and the breakdown of the Republic

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the nature of power and authority, what is meant by the term 'power', how power has been viewed over time and the kinds of groups and individuals who have exercised power over time
  – the historical and geographical context of the Roman Republic
  – an overview of key developments
• analyse evidence from historical sources to show understanding about
  – key archaeological and written sources for the period
  – the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to how power was exercised and the change and development that led to civil war and the breakdown of the Republic
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – the limitations, reliability and usefulness of sources
  – changing interpretations of sources over time and their influence on understanding of the period
• devise historical questions and conduct research, and create a response that communicates meaning to suit purpose by presenting a historical essay based on research.

Concluding study
In this concluding study, students will:
• evaluate evidence from historical sources to make judgments about
  – how historians and theorists have debated the nature of power and the way it is exercised
  – the historical significance of the study of power during the Civil War and breakdown of the Republic.

5.8 Topic 6: Thutmose III

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Thutmose III
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Thutmose III
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Thutmose III during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Thutmose III
  – manner and impact of his death
  – judgments of Thutmose III by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Thutmose III
• evaluate evidence from historical sources to make judgments about
  – assessments of life and career of Thutmose III
  – the influence of Thutmose III on his time
  – the long-term impact and legacy of Thutmose III.

5.9 Topic 7: Rameses II

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Rameses II
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Rameses II
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Rameses II during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Rameses II
  – manner and impact of his death
  – judgments of Rameses II by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Rameses II
• evaluate evidence from historical sources to make judgments about
  – assessments of life and career of Rameses II
  – the influence of Rameses II on his time
  – the long-term impact and legacy of Rameses II.

5.10 Topic 8: Themistokles

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Themistokles
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Themistokles
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Themistokles during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Themistokles
  – manner and impact of his death
  – judgments of Themistokles by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Themistokles
• evaluate evidence from historical sources to make judgments about
  – assessments of Themistokles's life and career
  – the influence of Themistokles on his time
  – the long-term impact and legacy of Themistokles.

5.11 Topic 9: Alkibiades

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Alkibiades
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources s to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Alkibiades
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Alkibiades during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Alkibiades
  – manner and impact of his death
  – judgments of Alkibiades by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Alkibiades
• evaluate evidence from historical sources to make judgments about
  – assessments of Alkibiades's life and career
  – the influence of Alkibiades on his time
  – the long-term impact and legacy of Alkibiades.

5.12 Topic 10: Scipio Africanus

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Scipio Africanus
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Scipio Africanus
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Scipio Africanus during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Scipio Africanus
  – manner and impact of his death
  – judgments of Scipio Africanus by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Scipio Africanus
• evaluate evidence from historical sources to make judgments about
  – assessments of Scipio Africanus's life and career
  – the influence of Scipio Africanus on his time
  – the long-term impact and legacy of Scipio Africanus.

5.13 Topic 11: Julius Caesar

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Julius Caesar
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Julius Caesar
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Julius Caesar during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Julius Caesar
  – manner and impact of his death
  – judgments of Julius Caesar by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Julius Caesar
• evaluate evidence from historical sources to make judgments about
  – assessments of Julius Caesar's life and career
  – the influence of Julius Caesar on his time
  – the long-term impact and legacy of Julius Caesar.

5.14 Topic 12: Augustus

Subject matter

Contextual study
In this contextual study, students will:
• comprehend terms, concepts and issues in relation to
  – the geographical and historical context of Augustus
  – family background and status
  – key events in his rise to prominence
  – significant influences on early development
• analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources.

Depth study
In this depth study, students will:
• comprehend terms, concepts and issues in relation to the career of Augustus
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments about
  – change of role, position, status over time
  – depictions of Augustus during his lifetime
  – possible motivations for actions
  – methods used to achieve aims
  – relationships with groups and other individuals
  – significant events in the career of Augustus
  – manner and impact of his death
  – judgments of Augustus by other individuals in his lifetime and after his death, e.g. in writings, images and film
• create a response that communicates meaning to suit purpose by completing short responses to historical sources.

Concluding study
In this concluding study, students will:
• comprehend terms, concepts and issues in relation to the impact and legacy of Augustus
• evaluate evidence from historical sources to make judgments about
  – assessments of Augustus's life and career
  – the influence of Augustus on his time
  – the long-term impact and legacy of Augustus.

5.15 Assessment

5.15.1 Summative internal assessment 3 (IA3): Investigation — historical essay based on research (25%)

Description

This assessment requires students to research a historical topic through collection, analysis and synthesis of primary and secondary sources. A historical essay based on research uses investigative practices and research to assess a range of cognitions in a particular context. Investigative practices and research include locating and using evidence from historical sources and information that goes beyond what has been provided to the student in class. Responses are completed individually, under process writing conditions, over a number of hours.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues in relation to a topic focused on people, power and authority in the Ancient World
2. devise historical questions and conduct research in relation to a topic focused on people, power and authority in a particular period in the Ancient World
3. analyse evidence from historical sources to show understanding in relation to a topic focused on the nature of power and how it was exercised in the Ancient World
4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a powerful individual, group or society in the Ancient World
5. evaluate evidence from historical sources to make judgments in relation to a topic focused on people, power and authority in the Ancient World
6. create a historical essay based on research that communicates meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World.

Specifications

Schools select one topic from Unit 4 Topics 1–5, from which students will generate their own key inquiry question and conduct their investigation. The assessment instrument must reflect the application of key issues raised in the depth study of the topic selected.

- A historical essay based on research requires sustained analysis, synthesis and evaluation to fully support the hypothesis
- A historical essay based on research has the following features:
  - a student-generated key inquiry question
  - a student-generated hypothesis
  - an introduction (which sets context and includes the student-generated hypothesis and an outline of the argument)
  - body paragraphs with topic sentences
  - a conclusion (which draws together the main ideas and arguments)
- Practising ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).

Conditions

- Time: recommended duration is approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response
- Length: 1500–2000 words.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the historical essay based on research.

Criterion	Objectives	Marks
Comprehending	1	4
Devising and conducting	2	3
Analysing	3	4
Synthesising	4	4
Evaluating	5	6
Creating and communicating	6	4
Total		**25**

Instrument-specific marking guide

Criterion: Comprehending

Assessment objective

1. comprehend terms, concepts and issues in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
• thorough and mostly accurate use of terms placed into historical contexts • detailed explanation of issues related to the key inquiry question • informed understanding of the relationship between concepts and a variety of ideas developed in response to the key inquiry question.	3–4
• appropriate use of terms placed into historical contexts • adequate explanation of issues related to the key inquiry question • reasonable understanding of the relationship between concepts and the key inquiry question.	2
• partial, fragmented or mostly inaccurate use of a term or terms • rudimentary explanation of an issue or issues • superficial understanding of the link between a concept or concepts and the key inquiry question or topic.	1
• does not satisfy any of the descriptors above.	0

Criterion: Devising and conducting

Assessment objective

2. devise historical questions and conduct research in relation to a topic focused on people, power and authority in a particular period in the Ancient World

The student work has the following characteristics:	Marks
• discerning use of historical questions by creating a nuanced key inquiry question • detailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question and hypothesis • selection of evidence from primary and secondary sources that offer different perspectives.	3
• appropriate use of historical questions by creating a key inquiry question • adequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question or hypothesis • selection of evidence from primary or secondary sources that offer perspectives.	2
• partial or fragmented use of historical questions by creating a key inquiry question that is irrelevant, non-historical or vague • rudimentary use of historical research by using evidence from a source that relates to the key inquiry question or non-historical statements • selection of a source or sources that offer a perspective.	1
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse evidence from historical sources to show understanding in relation to a topic focused on the nature of power and how it was exercised in the Ancient World

The student work has the following characteristics:	Marks
• discerning use of the features of evidence from primary and secondary sources • detailed examination of the features of evidence from sources • informed explanation about how evidence from primary and secondary sources contributes to the development of the key inquiry question and hypothesis.	3–4
• appropriate use of the features of evidence from sources • adequate examination of the features of evidence from sources • reasonable explanation about how evidence from sources contributes to the development of the key inquiry question or hypothesis.	2
• partial or fragmented identification of a feature of evidence from a source or sources • rudimentary examination of a feature of evidence from a source or sources • superficial explanation about how evidence from a source or sources relate to the key inquiry question, hypothesis or the topic.	1
• does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Assessment objective

4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a powerful individual, group or society in the Ancient World

The student work has the following characteristics:	Marks
• combination of information from sources to justify insightful decisions • combination of information from sources to support a sophisticated historical argument • these combinations use evidence from primary and secondary sources.	3–4
• combination of information from sources to justify reasonable decisions • combination of information from sources to support a basic historical argument • these combinations use evidence from primary or secondary sources.	2
• combination of information from a source or sources relates to a partial or fragmented decision • combination of information from a source or sources relates to a superficial or rudimentary historical argument or a non-historical argument • these combinations use evidence from a source.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate evidence from historical sources to make judgments in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
• discerning judgments about usefulness and reliability • these judgments use evidence from primary and secondary sources and/or refer to different perspectives • these judgments are well-reasoned and corroborated.	5–6
• adequate judgments about usefulness and/or reliability • these judgments use evidence from sources and/or refer to perspectives • these judgments are appropriate and corroborated.	3–4
• partial or fragmented statement/s about usefulness and/or reliability • these statements use evidence from a source and/or refer to a perspective • these statements are inconsistent, superficial or vague.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Assessment objective

6. create a historical essay based on research that communicates meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World

The student work has the following characteristics:	Marks
• succinct, with ideas related to the key inquiry question and hypothesis conveyed logically • features of a historical essay based on research and ethical scholarship are consistently demonstrated • minimal errors in spelling, grammar and punctuation.	3–4
• conveys ideas related to the key inquiry question and/or hypothesis • features of a historical essay based on research and ethical scholarship are demonstrated • some errors in spelling, grammar and punctuation.	2
• conveys ideas that are frequently unrelated to the key inquiry question • features of a historical essay based on research are inconsistently demonstrated • frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
• does not satisfy any of the descriptors above.	0

5.15.2 Summative external assessment (EA): Examination — short responses to historical sources (25%)

General information

Summative external assessment is developed and marked by the QCAA. In Ancient History, it contributes 25% to a student's overall subject result.

The external assessment in Ancient History is common to all schools and administered under the same conditions, at the same time, on the same day.

Description

The examination assesses the application of a range of cognitions to unseen questions in response to historical sources. Student responses must be completed individually, under supervised conditions, and in a set timeframe.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues in relation to a topic focused on people, power and authority in the Ancient World
3. analyse evidence from historical sources to show understanding in relation to a topic focused on the nature of power and how it was exercised in the Ancient World
4. synthesise evidence from historical sources to form a historical argument in relation to a topic focused on a powerful individual, group or society in the Ancient World
5. evaluate evidence from historical sources to make judgments in relation to a topic focused on people, power and authority in the Ancient World
6. create responses that communicate meaning to suit purpose in relation to a topic focused on people, power and authority in the Ancient World.

Note: Unit objective 2 is not assessed in this instrument.

Specifications

- QCAA will nominate one topic from Unit 4 Topics 6–12 that will be the basis for external assessment. Schools will be notified of the topic at least 12 months before the external assessment is implemented.

Short response examination

- Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence.

Stimulus specifications

- Up to 12 sources.
- Sources must be succinct enough to allow students sufficient time to engage with them in planning time.
- Sources not provided before the exam.
- Context statements will be supplied for each source in the form of a brief description that may include author, time of production and any general details about the circumstances in which a source was produced.

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: 3–5 questions with a total word length of 800–1000 words.

The following table summarises the criteria and weighting of assessment objectives within the Examination — short responses to historical sources.

Criterion	Objectives	Approximate weighting of objectives
Comprehending	1	25%
Analysing	3	20%
Synthesising	4	20%
Evaluating	5	25%
Creating and communicating	6	10%
Total		**100%**

Instrument-specific marking guide

No ISMG is provided for the external assessment.

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
ancient	defined in this syllabus as the period from the earliest human communities until the end of the Middle Ages, using the characteristics of a society/civilisation to define it as ancient or modern rather than when it existed e.g. the Mayans, the Aztecs and Ancient Japan; 'there is of course no simple answer: nor should there be, for historians are primarily people who seek more than one interpretation … [W]hat is common … is a recognition that at some stage or during some process, the … world was transformed into a clearly different set of societies which we call modern' (Cowie, 1979, page 1)
ancient sources	any written or non-written materials created that can be used to investigate the past; ancient sources include written materials such as extracts from historical narratives, literary works, biographies, letters; archaeological materials, such as photographs of archaeological sites, human remains, inscriptions (epigraphic sources), coins (numismatic sources), tombs, buildings, reliefs and artwork, statues, weapons, tools and artefacts; and maps or diagrams; these sources are analysed by the historian to answer questions about the past; sources created between AD 650–1500 may also be important to the study of some ancient societies
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills

Term	Explanation
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context etc.
apt	suitable to the purpose or occasion; fitting, appropriate
archaeology	the study of human history and prehistory through the excavation of sites and the analysis of physical remains
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
artefact	object made by a human, typically of cultural, social and historical importance
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about students' achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about student achievement (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
audience	an individual or group of people for whom a source was intended

Term	Explanation
authentication	process of verifying the origins of an artefact or object and establishing it as genuine
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
B	
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
case studies	inquiry-based investigations into key features, issues, individuals, groups, events or concepts in history; they are oriented towards the problems and issues of investigating the past; case studies are intended to provide students with opportunities to: study the various ways in which historians perceive, investigate, record and construct the past, the types of questions they ask, the explanations they give and the issues they raise and understand, question, analyse and interpret sources
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
cause and effect	used by historians to identify chains of events and developments over time, short term and long term; ‘cause’ refers to the range of reasons for a historical event or development and 'effect' to the range of subsequent outcomes or results
challenging	difficult but interesting; testing one’s abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
chronology	sequences events and provides students with a mental map of the past; students use this map to make links between events and understand and apply concepts such as continuity and change or cause and effect; chronology involves the use of historical terms to describe time, periodisation and dating systems
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood

Term	Explanation
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
combination of information	the joining of features located within or across historical sources. These features may focus on, for example, ideas, evidence, continuity and change, cause and effect, significance, perspectives, contestability and interpretations
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concepts	any general notion or idea that is used to develop an understanding of the past, such as historical concepts related to the process of historical inquiry (e.g. evidence, continuity and change, perspectives and significance) and more general concepts that are culturally, socially, politically or otherwise significant (e.g. democracy, autocracy, hegemony and civilisation)
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out

Term	Explanation
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
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. Change is referred to as aspects of the past that have varied over time. Continuity and change are evident in any given period of time
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
corroboration	to strengthen and/or support an assertion with evidence from a variety of sources to make more certain
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised

Term	Explanation
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan; form or conceive in the mind
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance

Term	Explanation
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
empathy	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
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
ethical scholarship	using a recognised system of referencing to acknowledge all the sources used in the production of a historical response, whether directly quoted or indirectly cited

Term	Explanation
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
evidence	the information obtained from sources that is useful for a particular inquiry. Evidence can be used to help construct a historical narrative, to support a hypothesis or prove or disprove a conclusion
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint) (in words, art, music or movement) convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus materials; while students may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, or after completion of, Units 3 and 4 of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme

Term	Explanation
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
features of evidence	attributes of information obtained from sources that are useful for a particular historical inquiry. These attributes may relate to, for example: origin, motive, audience, perspective, context, explicit meanings and implicit meanings
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and student achievement
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence

Term	Explanation
H	
historical argument	approach taken to prove a hypothesis regarding the past
historical consciousness	individual and collective understandings about the past, the cognitive and cultural factors which shape those understandings, as well as the relations of historical understanding to those of the present and the future (Centre for the Study of Historical Consciousness [2003], Rusen 2006, Seixas 2006, Taylor & Young 2003, Taylor 2006, Curthoys 2011, Eliasson 2015)
historical concepts	concepts specifically associated with the process of historical inquiry, for example: evidence; continuity and change; cause and effect; significance; perspectives; empathy; and contestability
historical contexts	the background features pertaining to historical events and trends (e.g. cultural, religious, social, ideological, political and economic factors)
historical inquiry	the process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed explanation, argument or interpretation about the past
historical knowledge	understanding of concepts, terms, ideas, events, developments, people and places
historical questions	points of inquiry about the past that often reflect the use of historical concepts
historical research	information about of the past that is located and documented. Historical research is often acquired through the application of historical inquiry (see historical inquiry)
historical skills	activities associated with the study of the past, including: chronology, terms and concepts; historical questions and research; analysis and the use of sources; perspectives and interpretations; and explanation and communication
historical sources	sources that relate to or focus on the study of the past. Historical sources are often categorised into primary and secondary sources (see primary and secondary sources)
historical thinking	process by which historical concepts and historical skills are applied to an investigation of the past
historiography	the study of how history is constructed; it involves the critical analysis and evaluation of the usefulness and reliability of evidence, as well as the way history has been written in the past (usefulness may include relevance, authenticity and/or accuracy depending on the source and the context in which it is used)
hypothesis	in History, the hypothesis is the answer posed to a question (e.g. the answer to a key inquiry question or unseen question)
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregardful of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
including	when preceding a list, refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	necessary for the completeness of the whole; essential or fundamental
intended	designed; meant; done on purpose; intentional

Term	Explanation
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
interpretations	explanations 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; the discipline of history acknowledges that there is often more than one view of what has happened in the past
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
issues	matters proceeding from any cause, effect, outcome and/or consequence
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
K	
key inquiry question	the main question driving a historical investigation
L	
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, Sciences, Languages
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
medieval	the period of history from the end of the Western Roman Empire in the fifth century to the Renaissance and Reformation period of Europe in the sixteenth century
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
modern sources	any written or non-written materials created after the end of the late Middle Ages (around 1500 CE) that can be used to investigate the ancient past; these sources are often accounts about the past, which use or refer to ancient sources and present a particular interpretation; modern sources include: written materials such as extracts from historical narratives, literary works, biographies, historiographical texts; reconstructions; documentaries; maps; diagrams; and websites
modify	change the form or qualities of; make partial or minor changes to something
motive	the reasons why someone or something created a source (e.g. to support a perspective; to provide additional information on a matter of interest; to entertain; to celebrate; and to challenge or disrupt a commonly shared point of view)

Term	Explanation
multimodal	uses a combination of at least two modes (e.g. spoken, written) delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that both modes contribute significantly
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
non-historical argument	an approach taken to prove a hypothesis that is not focused on the past and/or the disciplinary expectations associated with the study of history
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
origin	where a source came from and who created it
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time

Term	Explanation
perspectives	points of view of people, groups or institutions; the position from which 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, for example, their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past e.g. whether a source reflects a dominant perspective as opposed to a minor or marginalised perspective/s on an issue or period of time
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement); communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning on how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected nor are they graded or used as evidence of achievement
plausible	having an appearance of truth or reason; seemingly worthy of approval or acceptance; seeming reasonable or probable (of an argument or statement); credible and possible
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
primary and secondary sources	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; films 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
process writing	as opposed to examination or controlled conditions, process writing is the series of overlapping steps that writers follow in composing texts and the text is written over a longer period of time, with opportunities for drafting and revision

Term	Explanation
product	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are the physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
range of sources	a number of sources that may or may not be different types and/or different authors/corporate authors; quantity of sources that may be distinct in character, quality or information
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge

Term	Explanation
recognised referencing system	a style of referencing in common use (e.g. American Psychological Association (APA) referencing style; Chicago Manual of Style; Harvard referencing style; and Modern Language Association of America (MLA) referencing style)
reconstruction	process of piecing together evidence from sources to develop an understanding or explanation of the past
reference list	a list of the works cited in the final product presented for assessment, using a recognised system of referencing
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
relevant sources	the extent to which sources have bearing on or are connected to an investigation
reliability	the quality of being trustworthy; in history, reliability is considered in terms of degrees, rather than absolutes. It may be determined by asking, for example: Who produced the source? What did they produce? Why did they produce it? Where does it come from? How it is presented?
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes student performance at different junctures throughout a course of study
representation	a picture or image of the past that may be a portrayal within society (past or present) or that may be created by historians
resolve	consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail

Term	Explanation
seen/not seen sources	seen sources are stimulus given to students one week before an essay in response to historical sources. Seen sources are not interrogated with teacher assistance during this one-week period. However, a scaffold may be supplied by the teacher to assist students to independently interrogate the seen sources. Seen sources may have been referred to in class by the teacher prior to this one-week period; and/or located by students of their own accord when, for example, conducting their own research. Sources not seen are stimulus students receive at the commencement of the essay in response to historical sources. Sources not seen must be excluded from teaching and learning experiences across the unit.
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significance	the importance that is assigned to particular aspects of the past, for example 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?
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill

Term	Explanation
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
sources	any written or non-written materials that can be used to investigate the past, for example coins, letters, tombs, buildings
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
sub-questions	questions aimed at supporting the development of an answer to a key inquiry question
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence

Term	Explanation
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
terms	words or phrases used to describe abstract aspects or features of the past (e.g. imperialism, democracy, republic) and more specific features (e.g. pyramid, gladiator, temple)
test	take measures to check the quality, performance or reliability of something
think historically	thinking skills learnt by studying history. Views about these thinking skills vary, with differences often focused on, for example: how these thinking skills should be described; what 'benchmarks' or 'frameworks' may be used to characterise these thinking skills; and which concepts are associated with individual thinking skills. However, it's often acknowledged that thinking historically is based on and defined by and linked to 'historical skills' and 'historical concepts' (see also: 'historical skills' and 'historical concepts'). Thinking historically is known by other names, such as: 'historical thinking'; 'historical reasoning'; and 'historical reasoning skills'. (Ankersmit 2005, Bailey & Hughes-Warrington 2009, Boix 2000, Charap 2015, Ercikan & Seixas 2015, Gilbert 2011 & 2013, Gray 1983, Jenkins 2003, Levesque 2005 & 2008, Macintyre 2009, National Curriculum Board 2009, Peck & Seixas, 2008, Seixas 1997, 2000 & 2001, Schleppegrell 2011, Van Boxtel & van Drie 2004, 2008, Van Sledright 2009, Von Heyking 2004, Weinberg 2000 & 2001, Whitehouse 2011, Yilmaz 2007)

Term	Explanation
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
use	operate or put into effect; apply knowledge or rules to put theory into practice
usefulness	the usefulness of a source depends on the question being asked of it; to assess the usefulness of a source, consider for example: how the source provides relevant information in answer to the question; how it provides insight into the question and how it may be used to corroborate or contradict other sources
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable

Term	Explanation
variable	apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	(in words, art, music or movement) conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

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8 Version history

Version	Date of change	Update
1.1	June 2018	Editorial edits and minor formatting corrections
		Amendment to Rationale
		Amendment to syllabus objectives 1, 3, 4, 5, 6
		Amendment to reporting standards
		Amendment to assessment guidance — Unit 1 and Unit 2
		Subject matter • Subject matter guidance updated • Minor amendments across Units 1 – 4
		IA1: Examination — essay in response to historical sources • Amendment to assessment objectives • Amendment to specifications, including minor changes to conditions • Amendment to ISMG
		IA2: Investigation — independent source investigation • Amendment to description • Amendment to assessment objectives • Amendment to specifications, including minor changes to conditions • Amendment to ISMG
		IA3: Investigation — historical essay based on research • Amendment to description • Amendment to assessment objectives • Amendment to specifications, including minor changes to conditions • Amendment to ISMG
		EA: Examination — short responses to historical sources • Amendment to assessment objectives
		Glossary updated
1.2	August 2018	IA2: Investigation — independent source investigation • Amendment to description • Amendment to specifications
		IA3: Investigation — historical essay based on research • Amendment to specifications

ISBN: 978-1-74378-023-7

Ancient History General Senior Syllabus 2019

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