

# Ancient History 2025 v1.0

General senior syllabus

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**QCAA**  
Queensland Curriculum  
& Assessment Authority



*For all Queensland schools*

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# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## Rationale

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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 continue 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.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. 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.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating 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.

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

## 1. Devise historical questions and conduct research.

Students develop and apply key inquiry questions and sub-questions. When students are conducting research, they select evidence from historical sources and acknowledge different perspectives.

## 2. Comprehend terms, concepts and issues.

Students use terms in historical context. Students show an understanding of concepts (historical concepts and/or general concepts) and explain issues related to historical questions.

## 3. Analyse evidence from historical sources.

Students examine features of evidence from historical sources. Through this examination, features of evidence are interpreted.

## 4. Evaluate evidence from historical sources.

Students make judgments about the usefulness and reliability of evidence from historical sources. These judgments are explained, with the strengths and limitations acknowledged.

## 5. Synthesise evidence from historical sources.

Students combine evidence from historical sources to develop historical arguments. The evidence from these historical sources is also combined to justify decisions in relation to the historical argument.

## 6. Communicate to suit purpose.

Students focus on how their ideas are conveyed. Students apply the features for each of their tasks, including ethical scholarship. Students also focus on their application of spelling, grammar and punctuation.

# Designing a course of study in Ancient History

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Ancient History is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

## Subject matter

Each unit contains a unit description, unit objectives and 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 the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.



## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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](http://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.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

### Historical inquiry process

In Ancient History, a *historical inquiry process* (teacher- and/or student-directed) is used to facilitate inquiry-based learning. The elements in this process mirror the syllabus objectives. These elements can be used sequentially, but the iterative nature of this process means students can revisit these elements, revise the order in which these elements are engaged with and apply these elements in a non-linear fashion. The elements in this process complement and build on the *historical concepts* and *historical skills* from the *Australian Curriculum: History 7–10*.

### Historical concepts applied in historical inquiry process

#### Evidence

Through its focus on information obtained from historical sources, evidence supports, revises or challenges particular explanations, interpretations and/or arguments, including historical arguments.

#### Perspectives

Perspectives are applied broadly to include the positions from which people view or interpret events, developments and issues; and/or explanations about why people and groups at certain times have particular points of view.

Perspectives are held by people and groups during or after a historical event. They are shaped by a range of factors, such as beliefs, values, culture, gender, age and experiences. Perspectives can be categorised according to, e.g. economic status, social class, religious beliefs, political ideology, opinions on particular issues, nationality, gender, group associations, historiography, level of representativeness or the absence thereof, method and/or methodology used for conducting historical research.

The acknowledgment of different perspectives focuses on how or why perspectives can be distinguished from each other. These points of distinction can vary, depending on how these perspectives are categorised. Different perspectives can often be illustrated by describing differences in, e.g. who shares these perspectives; how, when, why and/or for whom these perspectives were created or conveyed; the assumptions on which these perspectives are based; and/or conclusions, worldviews and/or interpretations about the past that are reflected through these perspectives.

#### Interpretations and contestability

Interpretations are explanations of the past that are applied to specific people, groups, events or developments and are based on evidence from historical sources. Interpretations become contested when evidence from historical sources is lacking, new evidence from historical sources is discovered and/or when individuals or groups convey different perspectives.

#### Continuity and change

Continuity and change are applied to aspects of society, such as institutions, ideas, values and problems that remain the same and/or change over certain periods of time. When examining change and continuity, time frames, similarities and differences, types of sources and their availability may be considered.

## Cause and effect

When examining cause and effect, the long- and short-term causes, and the intended and unintended consequences of an event, decision, process, interaction or development are considered. Causes and effects can be categorised thematically (e.g. politically, socially and economically) and can be represented in different ways (e.g. linear, cyclical and/or by period). An authentic and strong link between two events spanning a period of time must be identified to ensure that causes and effects are not confused with merely juxtaposing events chronologically.

## Significance

Significance is applied so relative importance can be assigned to aspects of the past, such as events, developments, individuals, people, groups, places, societies, processes, interactions and/or systems. When determining significance, the interpretations of people from the past, the scope, depth and duration of impact and connections with the contemporary world may be considered.

## Historical skills applied in historical inquiry process

### Questioning and research

The application of this historical skill is based on the following principles:

- *Historical questions*
  - are points of inquiry about the past that often reflect the use of historical concepts
  - include a key inquiry question and/or sub-questions.
- *A key inquiry question*
  - is the main question driving a historical investigation
  - applies one or more of the historical concepts
  - reflects a scope and scale appropriate for the task.
- *Sub-questions* support the development of an answer to a key inquiry question.
- *Historical research* is information about the past that is located and selected to contribute to answering historical question/s. This may include information about the past that challenges and/or contradicts the historical argument being developed.

### Using historical sources

Due to limited available primary evidence for *some* Ancient History topics, students in Ancient History are assessed on the use of evidence from a range of sources in IA1, and the use of evidence from ancient and modern sources in IA2 and IA3. It is expected that throughout the course of study, students are regularly engaging with primary sources as part of the assessment and/or learning experiences for each topic. For example, they may engage with primary sources as part of a range of sources in IA1, and/or when selecting ancient sources that are also primary for the focus of the investigation in IA2 and IA3.

The application of this historical skill is based on the following principles:

- *Historical sources* relate to or focus on the study of the past. In Ancient History, the historical sources are often categorised into ancient and modern sources, and primary and secondary sources.
- *Primary sources* are objects and documents created or written during the time being investigated.

- *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.
- *Ancient sources* are written or non-written sources created from the earliest human communities until the end of the Middle Ages and are used to investigate the past, e.g. excerpts from historical narratives, literary works, biographies, letters, archaeological materials, such as photographs of archaeological sites, human remains, inscriptions (epigraphic sources), coins (numismatic sources), and artefacts; maps, diagrams.
- *Modern sources* are written or non-written materials created after the end of the late Middle Ages that can be used to investigate the ancient past. These will often use or refer to ancient sources and present particular interpretations. For example, historical narratives, literary works, biographies, historiographical texts, reconstructions, documentaries, maps, diagrams and websites.
- *When selecting evidence from ancient and modern sources*, consideration is given to the focus of the historical inquiry, and the availability of sources and relevant evidence from these sources.
- *A range of historical sources* consists of different types of sources, e.g. primary and secondary; ancient and modern; literary and non-literary; or different perspectives.
- Information relevant to a historical investigation is extracted from historical sources and this information is called *evidence*.
- When analysing evidence from historical sources, the *features of evidence* are considered. *Features of evidence* are attributes of information obtained from sources that are useful for a particular historical inquiry. These attributes may relate to origin, motive, audience, perspectives, historical context, explicit meanings, implicit meanings and other features unique to the evidence from specific historical sources. When analysing features of evidence, students may consider the attributes of the sources from which the evidence originated.
- When evaluating evidence from historical sources, judgments are made about their usefulness and reliability. When making judgments, students may consider how corroboration, contradiction and perspectives can affect the usefulness and reliability of evidence from historical sources.

Judgments about the *usefulness* of evidence from historical sources consider the relevance of the evidence for developing a response to a historical investigation. To arrive at these judgments, consideration may be given to how the evidence from historical sources assists in answering historical questions.

Judgments about the *reliability* of evidence from historical sources consider the degree to which the evidence can be trusted when developing a response to a particular historical investigation.

- When synthesising evidence from historical sources, information is combined to develop
  - *historical arguments* — approaches taken to prove a hypothesis regarding the past
  - *decisions* — main points developed within a historical argument.

This is often achieved by engaging with evidence from historical sources that is corroborative, contradictory and/or conveys different perspectives.

## Historical perspectives and interpretations

Historical perspectives and interpretations are interrelated. Perspectives are acknowledged when they are identified and explained. Further details on the application of this historical skill appear in the preceding discussions about the historical concepts of perspectives, interpretations and contestability.

## Communication

For communicating, students should be guided by the assessment technique and its features.

## Subject matter in Ancient History

In Ancient History, 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 historical inquiry process, 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.

### *For example and including*

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.

## Selecting topics

The topics chosen across a course of study should not significantly overlap or duplicate. The course of study should allow students to develop an understanding of the diversity of the Ancient World. Students should have the opportunity to learn in depth about at least three ancient societies (e.g. Egypt, Greece and Rome) across the course of study, including at least two ancient societies in their summative course of study.

## Features of assessment techniques in Ancient History

### Internal assessment 1: Examination — extended response

An essay in response to historical sources has the following features:

- an introduction (which sets context and includes a hypothesis and outline of the historical argument)
- body paragraphs with topic sentences
- a conclusion (which draws together the main ideas and the historical argument)
- ethical scholarship in the form of noting, e.g. the source number, author, title and/or combination of these or similar approaches.

### Internal assessment 2: Investigation

An independent source investigation has the following features:

- a key inquiry question and 3–5 sub-questions
- evidence selected from 4–6 historical sources, including ancient and modern, that have not been studied or supplied in class
- an interrogation of evidence from the 4–6 historical sources where students may, e.g.
  - discuss how evidence from historical sources relates to the key inquiry question and sub-questions and reflects perspectives
  - analyse features of evidence in the historical sources
  - evaluate the usefulness and reliability of evidence from the historical sources
- a critical summary that
  - includes a historical argument in response to the key inquiry question
  - combines evidence from the 4–6 historical sources to support a historical argument
- ethical scholarship in the form of a recognised referencing system and a reference list.

Suggested response length breakdown: key inquiry question and sub-questions, 150 words; interrogation of evidence from historical sources, 1200 words; critical summary, 650 words.

### Internal assessment 3: Investigation

A historical essay based on research has the following features:

- a key inquiry question which is included at the beginning of the response
- an introduction (which sets the context and includes the hypothesis and an outline of the historical argument)
- body paragraphs with topic sentences
- a conclusion (which draws together the main ideas and historical argument)
- ethical scholarship in the form of a recognised system of referencing and a reference list.

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
<p>The student devises historical questions and conducts research by developing and applying nuanced key inquiry questions and relevant sub-questions; providing a discerning selection of relevant evidence from ancient and modern historical sources; and acknowledging different perspectives in the evidence from historical sources.</p> <p>The student comprehends terms, concepts and issues by using terms thoroughly and in a mostly accurate way, while also placing them in a historical context; conveying an informed understanding of concepts related to historical questions; and providing detailed explanations of issues related to historical questions.</p> <p>When focusing on evidence from historical sources, the student analyses by making discerning selections and detailed examinations of features of evidence; evaluates by forming discerning and well-reasoned judgments about usefulness and reliability; and synthesises by developing sophisticated historical arguments that skilfully combine evidence from historical sources to justify decisions.</p> <p>When communicating to suit purpose, the student conveys ideas related to historical questions, clearly and purposefully; applies all features of the tasks consistently; and has minimal errors in spelling, grammar and punctuation.</p>
<b>B</b>
<p>The student devises historical questions and conducts research by developing and applying nuanced key inquiry questions and relevant sub-questions; providing a discerning selection of relevant evidence from ancient and modern historical sources; and acknowledging perspectives in the evidence from historical sources.</p> <p>The student comprehends terms, concepts and issues by using terms thoroughly and in a mostly accurate way, while also placing them in a historical context; conveying an informed understanding of concepts related to historical questions; and providing adequate explanations of issues related to historical questions.</p> <p>When focusing on evidence from historical sources, the student analyses by making effective examinations of features of evidence; evaluates by forming effective judgments about usefulness and reliability; and synthesises by developing effective historical arguments that combine evidence from historical sources to justify decisions.</p> <p>When communicating to suit purpose, the student conveys ideas related to historical questions, clearly and purposefully; applies most features of the tasks; and has minimal errors in spelling, grammar and punctuation.</p>

**C**

The student devises historical questions and conducts research by developing and applying key inquiry questions and relevant sub-questions; selecting relevant evidence from primary and secondary historical sources; and acknowledging perspectives in the evidence from historical sources.

The student comprehends terms, concepts and issues by using terms appropriately and placing them in a historical context; conveying a reasonable understanding of concepts related to historical questions; and providing adequate explanations of issues related to historical questions.

When focusing on evidence from historical sources, the student analyses by making adequate examinations of features of evidence; evaluates by forming adequate judgments about usefulness and/or reliability; and synthesises by developing basic historical arguments that combine evidence from historical sources to support decisions.

When communicating to suit purpose, the student conveys ideas related to historical questions purposefully; applies most features of the tasks; and has some errors in spelling, grammar and punctuation.

**D**

The student devises historical questions and conducts research by including key inquiry questions and/or sub-questions; and selecting evidence from sources.

The student comprehends terms, concepts and issues through a partial and/or inaccurate use of terms; and a superficial understanding of concepts.

When focusing on evidence from historical sources, the student analyses by identifying features of evidence; evaluates by forming superficial judgments about usefulness and/or reliability; and synthesises by developing superficial historical arguments that combine evidence from historical sources.

When communicating to suit purpose, the student conveys ideas related to historical questions superficially; applies features of the tasks inconsistently; and has frequent errors in spelling, grammar and punctuation that impede the communication of ideas.

**E**

The student devises historical questions and conducts research by including key inquiry questions and/or sub-questions; or selecting evidence from sources.

The student comprehends terms, concepts and issues through a partial and/or inaccurate use of terms; or a superficial understanding of concepts.

When focusing on evidence from historical sources, the student analyses by identifying a feature of evidence; evaluates by forming irrelevant or inaccurate judgments about usefulness and/or reliability; and synthesises by developing superficial historical arguments or non-historical arguments that refer to evidence from sources.

When communicating to suit purpose, the student conveys an idea related to historical questions superficially; applies features of the tasks inconsistently; and has frequent errors in spelling, grammar and punctuation that impede the communication of ideas.



## Determining and reporting results

### Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

### Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

# Units

## Unit 1: Investigating the Ancient World

In Unit 1, students investigate how historians construct understandings of the Ancient World. Students examine evidence from historical sources (including archaeological evidence) from the ancient past and how they have been interpreted over time. Students focus on issues relevant to the investigation of the Ancient World and develop the skills of historiography. Students study issues related to evidence from the Ancient World. Through an examination of the evidence, students develop an understanding of the social, political and economic institutions, and other significant features of societies. Key conceptual understandings of this unit include: the nature of evidence, reliability and usefulness of sources; custodianship of the past; interpretations, representations and perspectives; continuity and change; and significance.

Key inquiry questions for this unit are:

- What types of sources are important for developing an understanding of the Ancient World?
- What issues of evidence are important to consider when investigating the Ancient World?
- How does archaeological evidence contribute to an understanding of the Ancient World?

### Unit objectives

1. Devise historical questions and conduct research in relation to the Ancient World.
2. Comprehend terms, concepts and issues about the Ancient World.
3. Analyse evidence from historical sources about the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about the Ancient World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about the Ancient World.
6. Create responses that communicate to suit purpose about the Ancient World.

## Topics

Two topics are studied in this unit.

### Topic 1: Digging up the past

In Topic 1, students examine one or two archaeological sites to construct an understanding of the ancient past. The archaeological sites selected should allow students to explore how evidence from historical sources has been interpreted to construct an understanding of the ancient past.

One of these sites will develop students' understanding of Aboriginal peoples and Torres Strait Islander peoples in Ancient Australia.

### Topic 2: Features of ancient societies

In Topic 2, schools select one ancient society.

In the depth study, schools or students select one of the following societal features to explore in the context of the selected ancient society:

- beliefs, rituals and funerary practices
- the family
- lives of women
- slavery
- art and/or architecture
- weapons and warfare
- technology and engineering
- entertainment and leisure
- another societal feature, provided there are sufficient sources for a depth study.

# Subject matter

## Topic 1: Digging up the past

### Contextual study

Develop understandings about:

- the nature and range of sources available for understanding the Ancient World, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources.

### Depth study

For the selected archaeological site/s:

- devise historical questions and conduct research
- comprehend terms, concepts and issues, e.g.
  - 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
  - issues related to archaeological sites, artefacts and/or evidence, e.g.
    - their significance for understanding the Ancient World and the people within ancient societies
    - ethical issues, e.g. the treatment, display and ownership of remains, ownership of cultural artefacts, repatriation of artefacts and/or remains, looting and illegal trade
    - the reconstruction of ancient sites and artefacts, e.g. paintings, historical fiction, films, museum displays and virtual worlds
- analyse evidence from historical sources about the Ancient World
- evaluate the usefulness and reliability of evidence about the Ancient World
- synthesise evidence from historical sources to develop a historical argument and make decisions about the Ancient World
- create responses that communicate to suit purpose.

### Concluding study

Reflect on:

- contemporary issues around the discovery, treatment and preservation of archaeological evidence
- the contribution of museums to an understanding of the Ancient World and whose past is represented in museum displays and exhibitions
- modern cultural depictions of archaeology, archaeologists and historians, e.g. in literature or films.

## Topic 2: Features of ancient societies

### Contextual study

Develop understandings about:

- the origins of the society up to the period that is the focus for the historical inquiry, through a broad chronological overview
- the geographical location of the society, the nature of the environment and its influence on the society
- society and culture, political institutions and economic activities
- key historical sources for the society, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources.

### Depth study

For the selected ancient society:

- devise historical questions and conduct research related to one feature of the selected ancient society, e.g. beliefs, rituals and funerary practices
- comprehend terms, concepts and issues related to one feature of the selected ancient society, e.g. beliefs, rituals and funerary practices
- analyse evidence from historical sources about one of the societal features, e.g. beliefs, rituals and funerary practices
- evaluate the usefulness and reliability of evidence from historical sources for understanding the feature of the selected ancient society, e.g. beliefs, rituals and funerary practices
- synthesise evidence from historical sources to develop a historical argument and make decisions about a feature of the selected ancient society, e.g. beliefs, rituals and funerary practices
- create responses that communicate to suit purpose.

### Concluding study

Reflect on:

- the significance, impact or legacy of particular societal features.

## Unit 2: Personalities in their times

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 are:

- How can we determine the motivations, attributes and achievements of significant ancient personalities?
- How have ancient personalities been represented throughout time and why do these representations change?

### Unit objectives

1. Devise historical questions and conduct research about personalities from the Ancient World.
2. Comprehend terms, concepts and issues about personalities in the Ancient World.
3. Analyse evidence from historical sources about personalities from the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about personalities in the Ancient World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about personalities in the Ancient World.
6. Create responses that communicate to suit purpose about personalities in the Ancient World.

### Topics

Two topics are studied in this unit.

#### Topic 1

Schools select one personality from the Ancient World, provided there is sufficient evidence available for a depth study.

#### Topic 2

Schools select one personality from the Ancient World, provided there is sufficient evidence available for a depth study.

## Subject matter

### Contextual study

For the selected personalities, develop understandings about:

- the historical and geographical background of the personality and the time in which they lived
- the nature and range of sources for the period, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources.
- issues related to the available evidence, e.g. authentication, excavation, reconstruction, fragmentary nature of evidence.

### Depth study

For the selected personalities:

- devise historical questions and conduct research
- comprehend terms, concepts and issues in relation to each personality and the times in which they lived
- analyse evidence from historical sources about each of the personalities, e.g.
  - personal attributes
  - motivation and influence
  - leadership
  - influence or role in significant events
  - impact on their times
  - challenges, achievements and/or legacies
  - interpretations and representation in historical sources
  - significance
- evaluate the usefulness and reliability of evidence from historical sources about each ancient personality and the times in which they lived
- synthesise evidence from historical sources to develop a historical argument and make decisions about each ancient personality and the times in which they lived
- create responses that communicate to suit purpose.

### Concluding study

For the selected personalities, reflect on:

- the aftermath or legacy of their time in power or period of influence
- perspectives about their significance.

## Unit 3: Reconstructing the Ancient World

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 students to 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 the usefulness and reliability of sources, perspectives, interpretations and contestability; evidence; continuity and change; cause and effect; and significance.

Key inquiry questions for this unit are:

- How are sources used to construct an understanding of historical periods in the Ancient World?
- What features, achievements and issues distinguish significant historical periods of the Ancient World?

### Unit objectives

1. Devise historical questions and conduct research about historical periods in the Ancient World.
2. Comprehend terms, concepts and issues about the reconstruction of historical periods in the Ancient World.
3. Analyse evidence from historical sources about historical periods in the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about a historical period in the Ancient World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about historical periods in the Ancient World.
6. Create responses that communicate meaning to suit purpose about historical periods in relation to the Ancient World.



## Topics

Two topics are studied in this unit.

Schools select two of the following historical periods to study in this unit:

1. Thebes — East and West, from the 18th to the 20th Dynasty
2. The Bronze Age Aegean
3. Assyria from Tiglath Pileser III to the fall of the Empire
4. The Ancient Levant — First and Second Temple Period
5. Persia from Cyrus II to Darius III
6. Fifth Century Athens (BCE)
7. Macedonian Empire from Philip II to Alexander III
8. Rome during the Republic
9. Early Imperial Rome from Augustus to Nero
10. Pompeii and Herculaneum
11. Later Han Dynasty and the Three Kingdoms
12. The Celts and/or Roman Britain
13. The Medieval Crusades
14. Classical Japan until the end of the Heian Period.

## Subject matter

### Contextual study

For the selected historical periods, develop understandings about:

- the geographical and historical context of the historical period
- the nature and range of sources for the period, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources
- issues related to the investigation of sources, including authentication, excavation, reconstruction and/or conservation.

### Depth study

For the selected historical periods:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources about each of the historical periods, e.g.
  - the nature of governance and political developments
  - significant events and their impacts
  - key individuals
  - social structure
  - economic activities
  - cultural life and practices
  - religious beliefs and practices.
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop a historical argument and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected historical periods, reflect on:

- issues related to the reconstruction of the historical periods
- changing interpretations over time relating to an understanding of the periods using, e.g. new discoveries, research and technologies.

## Unit 4: People, power and authority

In Unit 4, students investigate an important historical period, with a particular emphasis on the nature and exercise of power and authority. Students also study an ancient personality who had a significant impact on the Ancient World. Students develop an understanding of the importance of human agency, as demonstrated by the possible motivations and actions of ancient personalities. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected ancient personality. 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 the usefulness and reliability of sources; perspectives, interpretations and contestability; evidence; and significance.

Key inquiry questions to guide this unit are:

- How was power and authority gained, maintained and challenged in the Ancient World?
- How was power exercised by ancient personalities in the Ancient World?

### Unit objectives

1. Devise historical questions and conduct research about people, power and authority in a particular period in the Ancient World.
2. Comprehend terms, concepts and issues about people, power and authority in the Ancient World.
3. Analyse evidence from historical sources about people, power and authority in the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about people, power and authority in the Ancient World.
5. Synthesise evidence from historical sources to develop historical arguments and decisions about people, power and authority in the Ancient World.
6. Create responses that communicate to suit purpose about people, power and authority in the Ancient World.

## Topics

Two topics are studied in this unit.

### Topic 1

Schools select one of the following historical periods to study in this unit:

- Ancient Egypt — New Kingdom Imperialism
- Ancient Greece — the Persian Wars
- Ancient Greece — the Peloponnesian War
- Ancient Carthage and/or Rome — the Punic Wars
- Ancient Rome — Civil War and the breakdown of the Republic
- Ancient Rome — the Augustan Age
- Ancient Rome — Imperial Rome until the fall of the Western Roman Empire
- Ancient Rome — the Byzantine Empire.

### Topic 2

Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

# Subject matter

## Topic 1

### Contextual study

For the selected historical period, develop understandings about:

- the nature of power and authority, how power has been viewed over time, and the groups and individuals who have exercised power over time
- the geographical and historical context of the historical period
- the nature and range of sources for the period, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources
- issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature.

### Depth study

For the selected historical period:

- devise historical questions and conduct research
- comprehend terms, concepts and issues in relation to power and authority and how it was exercised during the period
- analyse evidence from historical sources about the historical period, e.g.
  - changes and continuities in the exercise of power and authority in the region
  - the causes and course of events
  - key individuals that impacted the course of events
  - significant developments in the exercise of power and authority
  - outcomes and consequences of events and developments for people and the region
  - different perspectives on events and developments and changing interpretations over time
  - assessments of the significance of events and development in this period
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop historical arguments and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected historical period, reflect on:

- how historians and theorists have debated the nature of power and the way it is exercised
- the historical significance of the way power was exercised during the period.

## Topic 2

### Contextual study

For the selected ancient personality, develop an understanding about:

- the nature and range of sources for the period, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources
- the nature of power and authority in the society the personality lived in.

### Depth study

For the selected ancient personality:

- comprehend terms, concepts and issues in relation to the life of the personality
- analyse evidence from historical sources about the personality, e.g.
  - family background and status
  - key events in their rise to prominence
  - significant influences on early development
  - change of role, position, status over time
  - depictions during their lifetime
  - possible motivations for actions
  - methods used to achieve aims
  - relationships with groups and other individuals
  - significant events in their career
  - manner and impact of their death
  - judgments of them by other individuals in their lifetime and after their death, e.g. in writings, images and film
- evaluate the usefulness and reliability of evidence from historical sources
- synthesise evidence from historical sources to develop historical arguments and make decisions
- create responses that communicate to suit purpose.

### Concluding study

For the selected ancient personality, reflect on:

- their influence on their time
- their long-term impact and legacy.

# Assessment

## Internal assessment 1: Examination — extended response (25%)

Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.

### Assessment objectives

2. Comprehend terms, concepts and issues about a historical period in the Ancient World.
3. Analyse evidence from historical sources about a historical period in the Ancient World.
4. Evaluate the usefulness and/or reliability of evidence from historical sources about a historical period in the Ancient World.
5. Synthesise evidence from historical sources to develop a historical argument about a historical period in the Ancient World.
6. Create an essay in response to historical sources that communicates to suit purpose about a historical period in the Ancient World.

### Specifications

The teacher provides an examination that:

- includes an unseen question
- directs students to write an essay in response to historical sources that includes all its features.

### Stimulus specifications

The teacher provides:

- 6–7 seen sources
- 3–5 unseen sources
- separate and distinct context statements for each source that may include
  - information about the author/s
  - time of production
  - any general details about the circumstances in which the evidence from the sources were produced.

Stimulus must be succinct enough to be engaged with during the planning time.

## Conditions

- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes
- This is an individual supervised task.
- Students must not take notes into the examination.
- The teacher provides
  - the seen sources one week before the examination. The teacher does not help students to interrogate the seen sources
  - a clean copy of the stimulus at the start of the examination.

## Mark allocation

Criterion	Assessment objectives	Marks
Comprehending	2	5
Analysing	3	5
Evaluating	4	5
Synthesising	5	5
Communicating	6	5
<b>Total marks:</b>		<b>25</b>



## Instrument-specific marking guide

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>thorough and mostly accurate use of terms in historical context</li> <li>informed understanding of concepts related to the unseen question</li> <li>detailed explanation of issues related to the unseen question</li> </ul>	4–5
<ul style="list-style-type: none"> <li>appropriate use of terms in historical context</li> <li>reasonable understanding of concepts related to the unseen question</li> <li>adequate explanation of issues related to the unseen question</li> </ul>	2–3
<ul style="list-style-type: none"> <li>partial and/or inaccurate use of terms</li> <li>superficial understanding of concepts.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning selection and detailed examination of features of evidence from historical sources</li> </ul>	5
<ul style="list-style-type: none"> <li>effective examination of features of evidence from historical sources</li> </ul>	4
<ul style="list-style-type: none"> <li>adequate examination of features of evidence from historical sources</li> </ul>	3
<ul style="list-style-type: none"> <li>identification of features of evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>identification of a feature of evidence from historical sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning and well-reasoned judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus</li> </ul>	5
<ul style="list-style-type: none"> <li>effective judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus</li> </ul>	4
<ul style="list-style-type: none"> <li>adequate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus</li> </ul>	3
<ul style="list-style-type: none"> <li>superficial judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus</li> </ul>	2
<ul style="list-style-type: none"> <li>irrelevant or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources in the stimulus.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>sophisticated historical argument that skilfully combines evidence from a range of historical sources to justify decisions</li> </ul>	5
<ul style="list-style-type: none"> <li>effective historical argument that combines evidence from a range of historical sources to justify decisions</li> </ul>	4
<ul style="list-style-type: none"> <li>basic historical argument that combines evidence from historical sources to support decisions</li> </ul>	3
<ul style="list-style-type: none"> <li>superficial historical argument that combines evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>superficial historical argument or non-historical argument that refers to evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>conveys ideas related to the unseen question clearly and purposefully</li> <li>all features of an essay in response to historical sources are consistently applied</li> <li>minimal errors in spelling, grammar and punctuation</li> </ul>	4–5
<ul style="list-style-type: none"> <li>conveys ideas related to the unseen question purposefully</li> <li>most features of an essay in response to historical sources are applied</li> <li>some errors in spelling, grammar and punctuation</li> </ul>	2–3
<ul style="list-style-type: none"> <li>conveys idea/s related to the unseen question superficially</li> <li>features of an essay in response to historical sources are inconsistently applied</li> <li>frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li> </ul>	1
The student response does not match any of the descriptors above.	0

## Internal assessment 2: Investigation (25%)

Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.

### Assessment objectives

1. Devise historical questions and conduct research about a historical period in the Ancient World.
3. Analyse evidence from historical sources about a historical period in the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about a historical period in the Ancient World.
5. Synthesise evidence from historical sources to develop a historical argument about a historical period in the Ancient World.
6. Create an independent source investigation that communicates to suit purpose about a historical period in the Ancient World.

### Specifications

This task requires students to:

- complete historical research in an area associated with a Unit 3 topic studied in class and not previously assessed in IA1
- write an independent source investigation that includes all its features.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

### Response requirements

Written:

- up to 2000 words
- direct quotes are included in the word length unless cited for authentication purposes, e.g. direct quotes presented alongside the interrogation of evidence from historical sources
- the interrogation of evidence from historical sources may be in the form of bullet points, but the critical summary must be in the form of paragraph/s

## Mark allocation

Criterion	Assessment objectives	Marks
Devising and Conducting	1	5
Analysing	3	5
Evaluating	4	5
Synthesising	5	5
Communicating	6	5
<b>Total marks:</b>		25

## Instrument-specific marking guide

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>development and application of a nuanced key inquiry question and relevant sub-questions</li> <li>discerning selection of relevant evidence from ancient and modern historical sources</li> <li>acknowledgment of different perspectives in the evidence from historical sources</li> </ul>	4–5
<ul style="list-style-type: none"> <li>development and application of a key inquiry question and relevant sub-questions</li> <li>selection of relevant evidence from ancient and modern historical sources</li> <li>acknowledgment of perspectives in the evidence from historical sources</li> </ul>	2–3
<ul style="list-style-type: none"> <li>includes a key inquiry question and/or sub-questions</li> <li>selection of evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning selection and detailed examination of features of evidence from historical sources</li> </ul>	5
<ul style="list-style-type: none"> <li>effective examination of features of evidence from historical sources</li> </ul>	4
<ul style="list-style-type: none"> <li>adequate examination of features of evidence from historical sources</li> </ul>	3
<ul style="list-style-type: none"> <li>identification of features of evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>identification of a feature of evidence from historical sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources</li> </ul>	5
<ul style="list-style-type: none"> <li>effective judgments about the usefulness and reliability of evidence from historical sources</li> </ul>	4
<ul style="list-style-type: none"> <li>adequate judgments about the usefulness and/or reliability of evidence from historical sources</li> </ul>	3
<ul style="list-style-type: none"> <li>superficial judgments about the usefulness and/or reliability of evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>irrelevant or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>sophisticated historical argument that skilfully combines evidence from historical sources</li> </ul>	5
<ul style="list-style-type: none"> <li>effective historical argument that combines evidence from historical sources</li> </ul>	4
<ul style="list-style-type: none"> <li>basic historical argument that combines evidence from historical sources</li> </ul>	3
<ul style="list-style-type: none"> <li>superficial historical argument that combines evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>superficial historical argument or non-historical argument that refers to evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>conveys ideas related to the key inquiry question and sub-questions clearly and purposefully</li> <li>all features of an independent source investigation are consistently applied</li> <li>minimal errors in spelling, grammar and punctuation</li> </ul>	4–5
<ul style="list-style-type: none"> <li>conveys ideas related to the key inquiry question and sub-questions purposefully</li> <li>most features of an independent source investigation are applied</li> <li>some errors in spelling, grammar and punctuation</li> </ul>	2–3
<ul style="list-style-type: none"> <li>conveys idea/s related to the historical question/s superficially</li> <li>features of an independent source investigation are inconsistently applied</li> <li>frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li> </ul>	1
The student response does not match any of the descriptors above.	0

## Internal assessment 3: Investigation (25%)

Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.

### Assessment objectives

1. Devise historical questions and conduct research about people, power and authority in a historical period in the Ancient World.
2. Comprehend terms, concepts and issues about people, power and authority in a historical period in the Ancient World.
3. Analyse evidence from historical sources about people, power and authority in a historical period in the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about people, power and authority in a historical period in the Ancient World.
5. Synthesise evidence from historical sources to develop a historical argument about people, power and authority in a historical period in the Ancient World.
6. Create a historical essay based on research that communicates to suit purpose about people, power and authority in a historical period in the Ancient World.

### Specifications

This task requires students to:

- complete historical research in an area associated with one topic from Unit 4 studied in class that is not the focus of the selected external assessment topic
- write a historical essay based on research that includes all its features.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

### Response requirements

Written: up to 2000 words, including the key inquiry question and direct quotes

## Mark allocation

Criterion	Assessment objectives	Marks
Devising and Conducting	1	4
Comprehending	2	4
Analysing	3	4
Evaluating	4	4
Synthesising	5	5
Communicating	6	4
<b>Total marks:</b>		25

## Instrument-specific marking guide

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>development and application of a nuanced key inquiry question</li> <li>discerning selection of relevant evidence from ancient and modern historical sources</li> <li>acknowledgment of different perspectives in the evidence from historical sources</li> </ul>	3–4
<ul style="list-style-type: none"> <li>development and application of a key inquiry question</li> <li>selection of relevant evidence from ancient and modern historical sources</li> <li>acknowledgment of perspectives in the evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>includes a key inquiry question</li> <li>selection of evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>thorough and mostly accurate use of terms in historical context</li> <li>informed understanding of concepts related to the key inquiry question</li> <li>detailed explanation of issues related to the key inquiry question</li> </ul>	3–4
<ul style="list-style-type: none"> <li>appropriate use of terms in historical context</li> <li>reasonable understanding of concepts related to the key inquiry question</li> <li>adequate explanation of issues related to the key inquiry question</li> </ul>	2
<ul style="list-style-type: none"> <li>partial and/or inaccurate use of terms</li> <li>superficial understanding of concepts.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
• discerning selection and detailed examination of features of evidence from historical sources	4
• effective examination of features of evidence from historical sources	3
• adequate examination of features of evidence from historical sources	2
• identification of feature/s of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
• discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources	4
• effective judgments about the usefulness and reliability of evidence from historical sources	3
• adequate judgments about the usefulness and/or reliability of evidence from historical sources	2
• superficial, irrelevant and/or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.	1
The student response does not match any of the descriptors above.	0



Synthesising	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• sophisticated historical argument that skilfully combines evidence from historical sources to justify decisions</li> </ul>	5
<ul style="list-style-type: none"> <li>• effective historical argument that combines evidence from historical sources to justify decisions</li> </ul>	4
<ul style="list-style-type: none"> <li>• basic historical argument that combines evidence from historical sources to support decisions</li> </ul>	3
<ul style="list-style-type: none"> <li>• superficial historical argument that combines evidence from historical sources</li> </ul>	2
<ul style="list-style-type: none"> <li>• superficial historical argument or non-historical argument that refers to evidence from sources.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• conveys ideas related to the key inquiry question clearly and purposefully</li> <li>• all features of a historical essay based on research are consistently applied</li> <li>• minimal errors in spelling, grammar and punctuation</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• conveys ideas related to the key inquiry question purposefully</li> <li>• most features of a historical essay based on research are applied</li> <li>• some errors in spelling, grammar and punctuation</li> </ul>	2
<ul style="list-style-type: none"> <li>• conveys idea/s related to the key inquiry question superficially</li> <li>• features of a historical essay based on research are inconsistently applied</li> <li>• frequent errors in spelling, grammar and punctuation impede the communication of ideas.</li> </ul>	1
The student response does not match any of the descriptors above.	0

# External assessment: Examination — short response (25%)

External assessment is developed and marked by the QCAA. 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.

## Assessment objectives

2. Comprehend terms, concepts and issues about people, power and authority in the Ancient World.
3. Analyse evidence from historical sources about people, power and authority in the Ancient World.
4. Evaluate the usefulness and reliability of evidence from historical sources about people, power and authority in the Ancient World.
5. Synthesise evidence from historical sources to develop a historical argument about a powerful individual, group or society in the Ancient World.
6. Create responses that communicate meaning to suit purpose about people, power and authority in the Ancient World.

## Specifications

This examination:

- consists of questions relating to the selected Unit 4 personality for the external assessment
- requires students to respond using paragraphs based on evidence from the historical sources provided.

## Stimulus specifications

The QCAA provides stimulus that:

- consists of evidence from up to 12 historical sources that are succinct enough to be engaged with during the planning time
- includes separate and distinct context statements for each historical source that may include
  - information about the author/s
  - time of production
  - any general details about the circumstances in which the evidence from the historical sources were produced.

## Conditions

- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes

# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

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# Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)

