

Senior External Syllabus

Ancient History

Syllabus for the Senior External Examination

2008 (amended 2015 and 2017)



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Ancient History Syllabus for the Senior External Examination

To be used for the first time in the 2009 Senior External Examination in Ancient History.

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Summary of syllabus amendments January 2015

Syllabus section	2015 Update
Section 2: Organisation	4.3 Themes Table 2 Cycle of themes and inquiry topics to be studied for the examination Addition of themes and inquiry topics for 2015–2017.

Summary of syllabus amendments January 2017

Syllabus section	2017 Update
Section 2: Organisation	4.3 Themes Table 2 Cycle of themes and inquiry topics to be studied for the examination Addition of themes and inquiry topics for 2018–2020.

1. Rationale

Learning through studying the social sciences

Education should increase the ability and willingness of society's citizens to participate constructively and ethically in their public and private lives. Open and reasoned debate with the wider community, and effective participation of the members of society, enhances democratic processes, and individual and social wellbeing.

Cooperative and competitive processes shape societies understanding these processes is central to explaining social behaviour and to evaluating the performance of a social system. The social sciences equip people with tools and strategies to improve social processes and their outcomes at the collective and individual levels.

Through social science subjects, candidates develop personally and socially useful ways to analyse the world around them by:

- studying human societies and their achievements
- using the analytical and problem-solving techniques of the social science disciplines
- gaining a critical understanding of the values underpinning both the study of social behaviour and the actions of those within society.

Inquiry is central to all disciplines within the social sciences. Each discipline has its own analytical and problem-solving techniques to help candidates understand complex social and environmental matters. The goal is to improve the ability of a society and its members to anticipate, initiate and respond to profound social changes. Social systems from the local to the global scale all merit study. They are interdependent and they evolve together. Candidates can widen their horizons by exposure to different societies and by examining why some solutions succeed and others fail.

Candidates may imagine possible and preferred futures. They may appreciate what societies can achieve, what they struggle to achieve, and how barriers to beneficial changes can be overcome. They can understand what social outcomes can be anticipated and sometimes predicted, what phenomena can be understood after they happen, and what changes take us by surprise and are difficult to explain with existing understanding.

Candidates can become:

- more knowledgeable, effective, constructive and committed participants in personal, professional and civic life
- more aware of the importance of values and beliefs, and how differences can be identified, understood, negotiated and, perhaps, resolved
- more reflective, responsible and sensitive citizens, parents, workers, managers, entrepreneurs, consumers and investors
- more aware of the connections among the social sciences and with other subject areas
- more sensitive to the interdependencies between the social, cultural, political, economic, environmental and ethical aspects of experience
- better able to grasp the sort of tensions that can arise when a social system operates in a way that may seem at odds with its sustainability and the natural environment.

Social science subjects can lead some candidates directly to future careers as economists, geographers, historians and social scientists. While most candidates will proceed to other careers, their study of these subjects will give them important lifeskills. Each subject has its own terminology, interpretative framework, mode of reasoning and conventions of presentation.

Critical analysis contains implicit social value judgments about which issues are worth studying, and social values and the values of individual candidates should be explored and evaluated in a constructive and critical way. Whether candidates are working collaboratively or developing individual skills in communicating ideas clearly, fairly and persuasively, opportunities will arise for both information and values to be in focus. Making effective decisions requires an understanding of any far-reaching ramifications of actions occurring in a particular social and historical context.

Underlying these studies and the values involved in them should be a commitment to open-minded debate, human rights and responsibilities, improvements in the quality of life, social justice and ecological sustainability.

What is history?

History is about change. It looks at people over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life — a personal statement of identity. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

History remembers the past, explains the present and gives hopes and interpretations for our future. History provides contexts, meanings and explanations for our lives.

Learning through studying Ancient History

Studying Ancient History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Ancient History can help us develop the knowledge, skills and values needed to make those decisions.

Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. The study of early peoples and cultures can help us understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

There is a special focus on values in historical studies where we encounter different values, investigate their origins and study their impact on human affairs. We begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people.

Studies of the distant past are equally as valuable as those of the not-so-remote past, although the fragmentary nature of the existing evidence provides unique challenges for the candidate of Ancient History. Most of the evidence has disappeared with time and the studies of Ancient History are influenced by the inevitable mystery surrounding these fragments of information. Determining the values and standpoints of ancient peoples from this limited and tantalising evidence is part of the unique nature of historical studies into the ancient past.

In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. These are the skills developed in a study of Ancient History. We also need the communication skills that are developed and practised in all phases of historical study.

Defining Ancient History

The term “ancient history” is used to describe the cultures that relate to the regions of Asia, Egypt, Persia, the Middle East, Mesopotamia, Italy, India, Greece, Central America, Australia and medieval Europe.

The cultures were all highly sophisticated and organised and they exerted a significant influence on other contemporary societies and, in most cases, on later societies. Their remoteness from today’s world is essentially only that of time. For example, our present-day Australian society is ultimately based on the legacy of the ancient civilisations of Greece, Rome and Mesopotamia and an understanding of these societies helps towards the deeper understanding of our own society. This syllabus offers studies in some of these ancient societies.

The syllabus also recognises the significance of the history of the Indigenous peoples of Australia and of their cultures as the oldest surviving contemporary cultures on earth. There are opportunities for studies of Indigenous history within the context of the historical processes and methodologies of ancient history.

Historical literacy¹

The Australian Government’s National Inquiry into School History² states some important processes to improve the quality of history teaching and learning in Australian schools. These processes are expressed as the *National Statement on Teaching and Learning History in Australia’s Schools*.³ The essential and specific skills of historical literacy are an important part of the framework.

Learning through history develops specific historical understandings and skills. These are the foundation of historical literacy. They are also skills that are valuable in the everyday lives of young people and adults.

The evaluation and interrogation of sources of evidence is fundamental. Candidates learn that these sources can be subjective, value-laden, ambiguous or incomplete. Candidates learn the rules and place of debate and hone their skills for presenting opinions about diverse issues. The

¹ Historical literacy categories: Events of the past, Narratives of the past, Research skills, The language of history, Historical concepts, ICT understandings, Making connections, Contention and contestability, Representational expression, Applied science in history, Historical explanation

² Taylor, Tony 2000, *The Future of the Past: Executive summary of the Report of the National Inquiry into School History*, Monash University, Melbourne.
<www.dest.gov.au/sectors/school_education/publications_resources/national_inquiry_into_school_history>

³ National Centre for History Education, *Teaching and Learning History in Australia’s Schools*.
<www.hyperhistory.org/index.php?option=displaypage&Itemid=664&op=page>

interaction with sources also illustrates that language is a powerful tool. It changes over time and may come to them translated or interpreted by others. Together these activities prepare candidates to engage thoughtfully with the numerous messages they encounter in their information-filled lives.

In seeking explanations for historical events and developments, candidates encounter key historical concepts: change, continuity, cause, motive and effect. These are valuable concepts for understanding the present as well as the past. Candidates' historical understanding is enhanced by developing empathy — the ability to understand something from another's point of view. This is also a valuable lifeskill.

2. Global aims

Through studying Ancient History, candidates will:

- ... **understand that history is an interpretative, explanatory discipline**

Explanations of the past are interpretations. They depend on the quality of sources available and are influenced by the abilities, purposes and values of the historians involved. Therefore, histories are partial in two senses: first, they are incomplete and tentative; second, they are ideological versions of the past. When investigating historical sources, candidates should ask whose history is being portrayed, from what standpoint and in whose interests. Given the often very fragmentary nature of evidence from the ancient world, candidates need to be particularly cautious about the representativeness of the evidence. Candidates should develop the historical imagination necessary to bridge gaps in evidence by exploring probabilities, possibilities, tendencies and likelihoods.

- ... **become proficient in the processes of historical inquiry and explanation**

This proficiency involves an understanding of the problematic characteristics of historical sources and the ability to develop evidence from sources using the processes of analysis, interpretation, evaluation and decision making. In doing so, candidates will empathise with the perspectives of people remote in time or place. Candidates will make judgments about complex situations, justify those judgments and review them in the light of sustained reflection and critical comment.

- ... **understand the forces and influences that have shaped the modern world**

Candidates will understand that the state of the world at any given time is the result of complex processes of change and continuity, and that legacies of the remote past still remain. These processes involve the exercise of power and reflect complementary, competing and conflicting interests and motives. Candidates will understand that the causes of both change and continuity are debatable. They will appreciate that people also debate the extent to which changes have been progressive and what changes, if any, are needed in a society. They will learn that individuals and groups can sometimes bring about change, but not always easily.

- ... **critically evaluate heritages and traditions**

Heritage refers to those ideas and practices that have been formative in a society's development and that are often widely acknowledged and celebrated. Traditions are the enduring customs that reflect heritage. In a multicultural society, different people may acknowledge different heritages and traditions. Candidates will understand that people in a society may disagree over whether certain elements of heritage and certain traditions should be respected. They will learn that the elements that are respected as heritage and tradition may change over time.

- ... **investigate the role of values in history, and refine their own values commitments**

Candidates will understand the importance of values in motivating human actions. They will identify different values positions, investigate the sources of those values and assess their impact on historic developments. They will evaluate the extent to which different values may contribute to human wellbeing. Through these processes, candidates will refine their own values commitments.

- **... value the study of history**

Candidates will appreciate the value of historical study. They will appreciate the importance of historical sources in all their forms and value the preservation of those sources including elements of the historical environment. They will value the processes of historical investigation and the knowledge developed through such investigation. They will value the qualities of rigorous investigation, critical reflection, empathy and reasoned judgment. They will value the methods and principles of archaeological research and its part in revealing evidence of past societies.

- **... develop the knowledge, abilities and ethical commitment to participate as active citizens in shaping the future**

Through studying history, candidates develop ways of understanding society in historical perspective, insights into how changes and continuities may be effected, skills in making judgments about complex situations, an ethical basis for action, and an appreciation of the possibilities of human agency. These skills and knowledge can help candidates approach the challenge of making a better future with realistic, informed enthusiasm.

3. General objectives

The objectives of this syllabus have been formulated in terms of understandings and behaviours that are considered desirable for candidates to acquire. They should be read in conjunction with Section 4: Organisation and with the exit criteria (Section 7). The objectives of study in Ancient History have been defined as follows.

Planning and using a historical research process

Research involves abilities associated with historical procedures. At some stage, these procedures involve understanding and engaging with the broad and complex phenomena that are labelled commonly as *historical sources of evidence*. However, the main focus in this objective is that candidates should be able to:

- identify issues for investigation within the inquiry topic
- develop and focus research questions, hypotheses and sub-questions
- design a research plan that suits the purpose of the research task
- locate and identify primary and secondary sources
- demonstrate evaluation of the research process and findings related to the aspects of inquiry.

Forming historical knowledge through critical inquiry

This objective aims to develop candidates' ability to engage critically with historical sources and to develop historical knowledge and cognitive skills. Candidates should be able to:

- understand the explicit content of sources
- understand the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analyse what is explicit and implicit in a wide variety of sources, including themes, values and interrelationships within and among sources
- evaluate the worth of sources. This will involve candidates in assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and in identifying value positions, perspectives and standpoints in their historical context
- make decisions — that is, make a judgment about a question or hypothesis, based on the interpretation and analysis and on the evaluation of sources. This will involve candidates in:
 - synthesising evidence into a coherent whole
 - reaching a conclusion or proposing a solution that is consistent with the interpretation and analysis and with the evaluation of the sources
 - justifying the conclusion by providing sound reasoning and logical argument in support
- demonstrate an attitude of reflection on and revision of judgments made.

Communicating historical knowledge

Candidates should be able to present their historical knowledge and understandings using written skills. Candidates should be able to:

- recall significant information, and define and describe key concepts, events, developments and people
- explain and justify the findings/results of research, including the problematic nature of historical sources, the interpretive nature of historical inquiry and the tentative nature of historical judgment.

Candidates should be able to produce written responses that:

- are coherent
- incorporate accurate definitions, abstractions, concepts, and relationships between key concepts, events and historic developments
- substantiate claims by reference to sources of evidence
- illustrate written communication that employs effective explanatory and descriptive language, and that uses subject-specific terminology, grammar, sentence construction, punctuation, spelling, paragraphing, original expression and the style and characteristics of the genre.

Attitudes and values

Candidates should be able to:

- value the application of the historical method in their studies and in their own lives, especially a readiness to investigate critically, reflect, make judgments and submit them to ongoing evaluation
- empathise with the value positions and consequent actions of others in both the past and the present, leading, where appropriate, to tolerance of differences
- enhance their personal values framework to reflect a commitment to social and international justice
- value the elements of the historic environment — buildings, landscapes, material records
- understand the relevance of historical study to their own lives.

4. Organisation

4.1 Time allocation

For teaching centres preparing candidates for the external examination, the recommended number of hours for tuition in the subject developed from this syllabus is 130 to 150 hours.

Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

4.2 Structure of the subject

Study is based on **three themes** nominated from those listed in Table 1.

Table 2 identifies the themes nominated for study each year.

Within each theme, **inquiry topics** should be studied. These are in-depth, inquiry-based studies of particular topics within a theme (for example, the *Amarna Revolution* within the *Studies of conflict* theme). More information on the topics available for study is provided in Table 2 and in Section 6.

Requirements for study

- The three general objectives, *Planning and using a historical research process*, *Forming historical knowledge through critical inquiry* and *Communicating historical knowledge*, should be incorporated into learning experiences.
- Inquiry topics will alternate between Greece and Rome for Paper 2.
- A number of inquiry topics should be studied, as indicated in Table 2.

4.3 Themes

Table 1: Themes in Ancient History

1. Studies of political structures	4. Studies of archaeology
2. Personalities in history	5. Studies of conflict
3. Studies of power	6. The influence of groups in ancient societies

Table 2: Cycle of themes and inquiry topics to be studied for examination *

Year of examination	Paper 1, Part A Reflections on the research inquiry process	Paper 1, Part B Extended written response to an unseen question	Paper 2 Extended written response to historical evidence
2009	Theme 1. Studies of political structures Own choice of inquiry topic <i>excluding</i> Roman options The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Rome: <i>Marius and Sulla, or Augustus</i>
2010	Theme 4. Studies of archaeology Own choice of inquiry topic	Theme 5. Studies of conflict Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Greece: <i>Sparta or Tyranny or Democracy</i>
2011	Theme 6. The influence of groups in ancient societies excluding Roman ancient societies The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Rome: <i>Marius and Sulla, or Augustus</i>
2012	Theme 1. Studies of political structures Own choice of inquiry topic <i>excluding</i> Greek options The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 5. Studies of conflict The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Greece: <i>Sparta or Tyranny or Democracy</i>
2013	Theme 1. Studies of political structures Own choice of inquiry topic <i>excluding</i> Roman options The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Rome: <i>Marius and Sulla, or Augustus</i>
2014	Theme 4. Studies of archaeology Own choice of inquiry topic	Theme 5. Studies of conflict Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: • Greece: <i>Sparta or Tyranny or Democracy</i>

Year of examination	Paper 1, Part A Reflections on the research inquiry process	Paper 1, Part B Extended written response to an unseen question	Paper 2 Extended written response to historical evidence
2015	Theme 6. The influence of groups in ancient societies, excluding Roman ancient societies The region of the chosen topic should be different from the region of the topic selected for Paper 1, part B	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, part A Paper 1, part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: <i>Rome: Marius and Sulla, or Augustus</i>
2016	Theme 1. Studies of political structures Own choice of inquiry topic <i>excluding</i> Greek options The region of the chosen topic should be different from the region of the topic selected for Paper 1, part B	Theme 5. Studies of conflict The region of the chosen topic should be different from the region of the topic selected for Paper 1, part A. Paper 1, part B will have one question relevant to each region.	Theme 3. Studies of power Inquiry topic: <ul style="list-style-type: none">• Greece: <i>Sparta</i> or <i>Tyranny</i> or <i>Democracy</i>
2017	Theme 1. Studies of political structures Own choice of inquiry topic excluding Roman option The region of the chosen topic should be different from the region of the topic selected for Paper 1, part B)	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, part A Paper 1, part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: <ul style="list-style-type: none">• Rome: <i>Marius and Sulla, or Augustus</i>
2018	Theme 4. Studies of archaeology Own choice of inquiry topic	Theme 5. Studies of conflict Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: <ul style="list-style-type: none">• Greece: <i>Sparta</i> or <i>Tyranny</i> or <i>Democracy</i>
2019	Theme 6. The influence of groups in ancient societies excluding Roman ancient societies The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 2. Personalities in history The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: <ul style="list-style-type: none">• Rome: <i>Marius and Sulla, or Augustus</i>
2020	Theme 1. Studies of political structures Own choice of inquiry topic excluding Greek options The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part B	Theme 5. Studies of conflict The region of the chosen topic should be different from the region of the topic selected for Paper 1, Part A Paper 1, Part B will have one question relevant to each region	Theme 3. Studies of power Inquiry topic: <ul style="list-style-type: none">• Greece: <i>Sparta</i> or <i>Tyranny</i> or <i>Democracy</i>

* See Section 6 for more information on themes and inquiry topics. Each year the Chief Examiner will advise candidates and teaching centres of the inquiry topic for Paper 2.

5. Learning experiences

Although expository teaching and text-based learning are important, the focus of learning experiences in Ancient History is candidate inquiry. Using this approach, candidates identify historical issues for investigation, develop research questions to investigate them, and reach conclusions or make judgments about them.

Learning experiences that are built around candidate inquiry will achieve the general objectives of the syllabus.

5.1 Structuring candidate inquiry

Candidate inquiry involves three major elements:

- planning and using a historical research process
- forming historical knowledge through critical inquiry
- communicating historical knowledge.

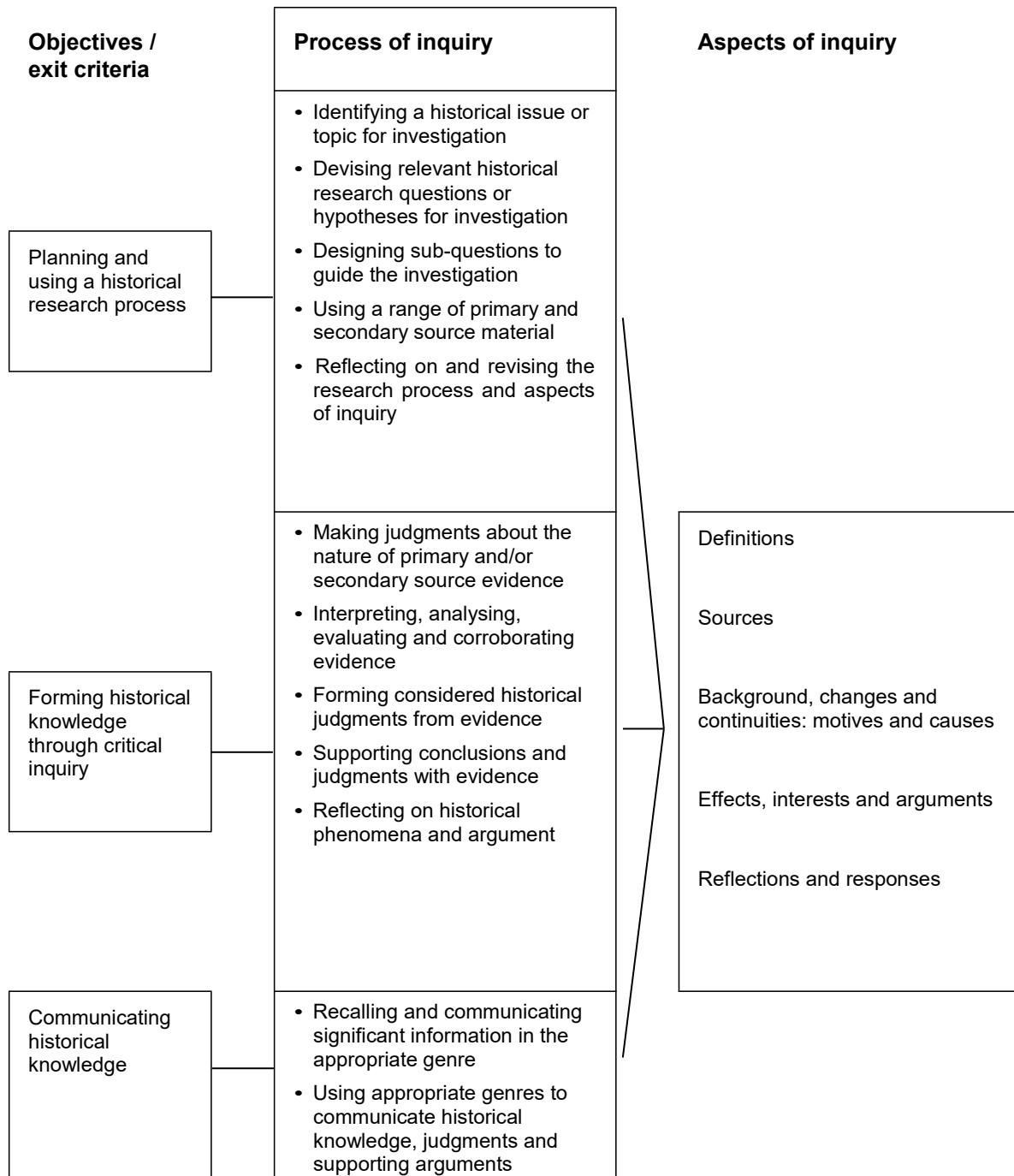
The three major elements have been expressed as the general objectives and the criteria of the subject. Each of the elements involves significant processes of inquiry. Through the inquiry processes, candidates investigate the five major aspects of any inquiry topic:

- definitions
- sources
- backgrounds, changes and continuities: motives and causes
- effects, interests and arguments
- reflections and responses.

These aspects are detailed in Section 6, Table 3. The table develops the aspects of inquiry by suggesting candidate focus questions to guide the inquiry process.

Figure 1 shows a process of inquiry that explores and expands the relationships between the general objectives and exit criteria, the aspects of inquiry, and the processes of historical inquiry that candidates will experience in their studies of themes and inquiry topics.

Figure 1: Structuring candidate inquiry



5.2 Information technology in Ancient History[§]

Learning experiences in Ancient History provide opportunities to develop generic and specialised information technology skills such as word processing, desktop publishing, graphics production and database development. In addition, information technology is increasingly being used to research data, for example through the use of CD-ROMs and the internet. For candidates, research skills routinely involve accessing and managing search engines for internet searches.

Important as these generic skills are, Ancient History candidates need to develop particular information technology skills that assist in the evaluation of sources. The evaluation of primary and secondary source material is an important part of the historical process of inquiry as described in Section 5.1, and as elaborated in each of the themes in Section 6. The internet is now a significant source of both primary and secondary source material for candidates of history. Candidates must bring the same systematic evaluative processes to internet sources that they do to more conventional sources of historical evidence.

[§] Taylor, T. 2000, *The Future of the Past: Executive summary of the report of the National Inquiry into School History*, Monash University, Melbourne.
<www.dest.gov.au/sectors/school_education/publications_resources/national_inquiry_into_school_history>

6. Themes and inquiry topics

6.1 Historical inquiry

In this syllabus, the term *theme* is used to describe broad areas of study. An inquiry topic is an in-depth study of a specific historical period, phenomenon or event that exemplifies the theme. For any or all of the themes it is possible to adopt a comparative approach in which significant similarities or differences may be identified. The differentiating variable may be time, culture or some combination of both. Any inquiry topic will include the five aspects of historical inquiry shown in Figure 2.

Figure 2: Aspects of inquiry

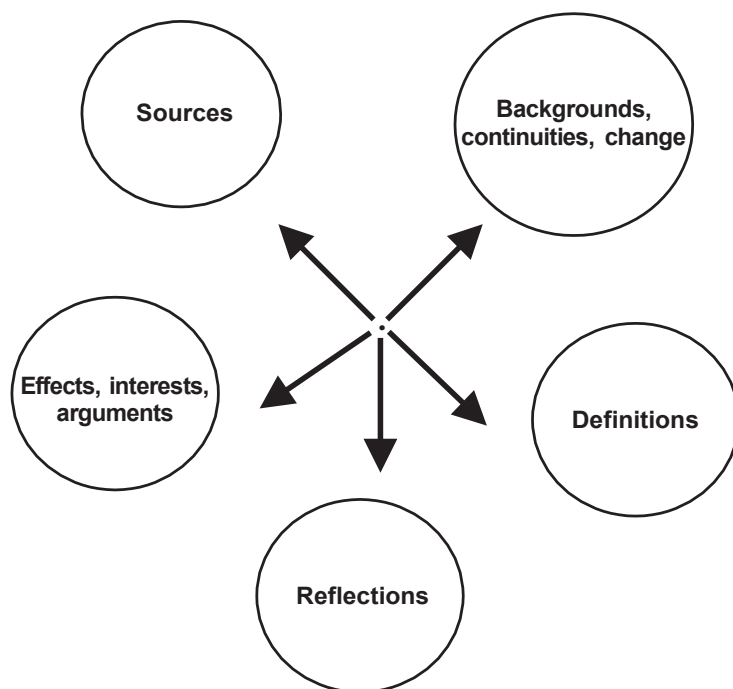


Table 3 provides sample focus questions that arise from each aspect and that can be applied within inquiry topics. The sample focus questions give guidance about the potential scale and scope of each aspect within an inquiry topic.

Table 3: Focus questions for inquiry topics

Aspects of historical inquiry	Sample focus questions
Definitions	<p>How is this phenomenon defined?</p> <p>Are there arguments about the definitions?</p> <p>What are the temporal and spatial parameters of this study?</p> <p>What is the key question that will guide this inquiry?</p>
Sources	<p>Who are the major historians and other theorists associated with the study of this phenomenon?</p> <p>What primary and secondary sources might be valuable in this study?</p> <p>Are there any problems related to the availability or sufficiency of sources?</p>
Backgrounds, changes and continuities: motives and causes	<p>What is the historical background to this phenomenon?</p> <p>What were the causal factors related to this development?</p> <p>What were the major developments, changes and continuities associated with this phenomenon?</p> <p>What roles did individuals and groups play?</p>
Effects, interests and arguments	<p>At the time, what were the major effects of this phenomenon on human wellbeing, social, political and economic structures, and environments?</p> <p>Who benefited from this historical phenomenon, in both the short and the long term?</p> <p>Who was disadvantaged?</p> <p>To what extent did the phenomenon produce deep-seated changes to ideas and beliefs (such as the ways in which people thought about the meaning of human existence; preferred forms of social, economic and political organisation; preferred forms of relationship between people, and between people and environments)?</p> <p>What are the possible and probable effects in the future?</p>
Reflections and responses	<p>What are you learning about this phenomenon and its historical significance?</p> <p>Do you think that this phenomenon was a progressive one historically?</p> <p>How could you take this study further, or in a fresh direction?</p> <p>What connections can you see between this study and other studies that you have already done or might do?</p> <p>How has this study helped you understand history as a discipline?</p> <p>Could you have gone in a different direction during your research?</p> <p>What problems did you encounter in the research, and how did you respond to them?</p> <p>Is this study helping you to decide how to live more purposefully, ethically or effectively?</p>

The aspects of inquiry should be related to the inquiry process in Section 5.1, Figure 1, as a means by which candidates can structure their studies of inquiry topics. The inquiry process provides a means for the selection of relevant aspects and their associated focus questions.

There is no specific order in which the aspects of inquiry should be undertaken. For example, issues of *definitions* or *reflections and responses* may reappear several times during an inquiry (see Figure 2). However, the order given in Table 3 may provide a logical sequence.

While some attention should be given to all five aspects in any inquiry, particular emphasis will depend on the inquiry topic under investigation. For example, one inquiry topic may require more emphasis on *backgrounds, changes and continuities: motives and causes*, while another may benefit from an emphasis on *effects, interests and arguments*, or *reflections and responses*.

6.2 Details of themes

Theme 1: Studies of political structures

Theme 2: Personalities in history

Theme 3: Studies of power

Theme 4: Studies of archaeology

Theme 5: Studies of conflict

Theme 6: The influence of groups in ancient societies

Theme 1: Studies of political structures

<p>Purpose</p> <p>Through this theme, candidates should understand the characteristics of a particular political structure and the significant factors that led to its development and, possibly, its decline.</p>			
<p>Possible inquiry topics</p> <p>Own choice of inquiry topic from a region. Note schedule of exclusions in Section 4, Table 2</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Roman options</p> <ul style="list-style-type: none"> • Republican government in Rome • The principate of Augustus • The Roman provincial system <p>Greek options</p> <ul style="list-style-type: none"> • Democracy in ancient Athens • Tyranny in the Greek states • Oligarchy in Sparta </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Other options</p> <ul style="list-style-type: none"> • Divine kingship in the ancient world, e.g. Egypt, Mesopotamia, China • The feudal system in Europe • The feudal system in Japan • The Han period • The Gupta period </td> </tr> </table>		<p>Roman options</p> <ul style="list-style-type: none"> • Republican government in Rome • The principate of Augustus • The Roman provincial system <p>Greek options</p> <ul style="list-style-type: none"> • Democracy in ancient Athens • Tyranny in the Greek states • Oligarchy in Sparta 	<p>Other options</p> <ul style="list-style-type: none"> • Divine kingship in the ancient world, e.g. Egypt, Mesopotamia, China • The feudal system in Europe • The feudal system in Japan • The Han period • The Gupta period
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<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>			
Inquiry aspect	Focus questions		
Definitions	<ul style="list-style-type: none"> • What is meant by political structures? • What specific aspect of change in political structures is the focus of the inquiry? • In what places and over what periods did these changes occur? • What is the key question that will guide this inquiry? 		
Sources	<ul style="list-style-type: none"> • Who are the major historians and theorists associated with studies of political structures in the ancient world? • What primary and secondary sources might be both available and valuable in a study of political structures in the ancient world? • Are there any problems related to the availability or sufficiency of sources? 		
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What were the significant aspects of the existing political structure before these changes occurred? • What factors had produced the existing political structure? • What were the most effective methods employed to put this structure into place? • What forces kept this structure largely unchanged over a period of time or produced changes in the structure over a period of time? 		
Effects, interests and arguments	<ul style="list-style-type: none"> • At the time, how did these changes impact on groups, individuals or states? • How did different individuals or groups view this structure? • How did this structure shape other political structures of this time or later? • Did these changes produce significant debate about ideas and beliefs about human attitudes? 		
Reflections and responses	<ul style="list-style-type: none"> • What problems did you encounter in the research, and how did you respond to them? • How significant was this structure in shaping other political structures of this time or later? • What connections can you see between this study and others that you have done or might do? • How has this study helped you understand history as a discipline? • How did this study clarify your understanding of how particular structures shape an individual's or group's outlook? • How might this study help you make decisions about your own life? 		

Theme 2: Personalities in history

<p>Purpose</p> <p>The nature of this theme is to examine the role and evaluate the significance of one or more individuals who were important in shaping the experiences, achievements or history of their people. These individuals may have been philosophers, artists, reformers, revolutionaries, politicians, kings, queens, religious leaders, soldiers, writers, dramatists — anyone who in some way distinguished themselves or had an impact on the history of their times.</p>						
<p>Inquiry topics</p> <p>Candidates will study one of the regions or period. All four personalities listed under the region or period must be studied but only one question will be given for each region or period. Note exclusions indicated in Section 4, Table 2</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Egypt</p> <ul style="list-style-type: none"> • Hatshepsut • Cleopatra • Ramses II • Akhenaton </td> <td style="vertical-align: top;"> <p>Greece</p> <ul style="list-style-type: none"> • Socrates • Perikles • Themistokles • Alexander the Great </td> <td style="vertical-align: top;"> <p>Asia/New World</p> <ul style="list-style-type: none"> • Oda Nobunaga • Qin Shi Huangdi • Montezuma • Brahmagupta </td> <td style="vertical-align: top;"> <p>Mesopotamia</p> <ul style="list-style-type: none"> • Hammurabi • Sargon of Akkad • Tiglath-pileser III • Nebuchadnezzar </td> <td style="vertical-align: top;"> <p>Period of the Middle Ages</p> <ul style="list-style-type: none"> • Charlemagne • Justinian • William the Conqueror • Abelard </td> </tr> </table>		<p>Egypt</p> <ul style="list-style-type: none"> • Hatshepsut • Cleopatra • Ramses II • Akhenaton 	<p>Greece</p> <ul style="list-style-type: none"> • Socrates • Perikles • Themistokles • Alexander the Great 	<p>Asia/New World</p> <ul style="list-style-type: none"> • Oda Nobunaga • Qin Shi Huangdi • Montezuma • Brahmagupta 	<p>Mesopotamia</p> <ul style="list-style-type: none"> • Hammurabi • Sargon of Akkad • Tiglath-pileser III • Nebuchadnezzar 	<p>Period of the Middle Ages</p> <ul style="list-style-type: none"> • Charlemagne • Justinian • William the Conqueror • Abelard
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<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>						
Inquiry aspect	Focus questions					
Definitions	<ul style="list-style-type: none"> • Who is the individual under examination? • In the specific fields of their achievement, are there particular terms that are important? • What is the key question that will guide this inquiry? 					
Sources	<ul style="list-style-type: none"> • What primary and secondary sources might be both available and valuable in this study? • Is there literary and non-literary primary source evidence created by the individual under examination? Of what value is this evidence in evaluating achievements and significance? • To what extent do the secondary sources agree and disagree about significant and specific aspects of the achievements of those who are the focus of investigation? • Are there any problems related to the availability or nature of sources? 					
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • When, where and in what historic context did those under investigation emerge? • What difficulties or opposition did they face in achieving what they did? • Were there particular circumstances, individuals or groups who supported them? Why? How significant was this? • In what ways do their actions or achievements reflect something about the historic era in which they lived? • Did their achievements or significance survive beyond their own lifetimes? Why or why not? 					
Effects, interests and arguments	<ul style="list-style-type: none"> • What personal abilities, qualities, beliefs, life experiences or historic forces shaped their actions and achievements? • In what specific ways did they distinguish themselves, dare to be different, change or influence the lives of those whom they led or from whom they emerged? • Were the lives of others affected by their actions and achievements? How? If they failed in some way, why was this? • Did any of their contemporaries or people who came later build upon or attempt to dismantle in some way what they achieved? Why? • According to what criteria can they be considered to have had an impact on, or been a significant personality of, the history of their times? 					
Reflections and responses	<ul style="list-style-type: none"> • In what ways does the available evidence provide insights into the lives, personalities and achievements of the individuals under examination? • What qualities of leadership did this person or these people show that would be relevant or valuable today? • In what ways are the historic forces that influenced the actions and achievements of these people similar to or different from those that influence people today? • Would their achievements be valued or judged in the same way if they lived now? Why or why not? 					

Theme 3: Studies of power

<p>Purpose</p> <p>Through this theme, candidates should understand how individuals or groups came to exercise power over others and the impact this control had on both the group or individual exercising power and the groups over which power was exercised.</p>	
<p>Inquiry topics</p> <ul style="list-style-type: none"> • Odd years (2009, 2011, 2013) — Rome: <i>Marius and Sulla</i>, or <i>Augustus</i> • Even years (2010, 2012, 2014) — Greece: <i>Sparta</i> or <i>Tyranny</i> or <i>Democracy</i> 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>	
Inquiry aspect	Focus questions
Definitions	<ul style="list-style-type: none"> • What is meant by the term <i>power</i>? • How has power been viewed over time? • What kinds of groups or individuals have exercised power over time? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians and theorists associated with this study of power? • What primary and secondary sources might be both available and valuable in this study? • Are there any problems with the availability or sufficiency of sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What were the most important background factors that contributed to the ability of the individual or group to achieve and exercise power over others? • In what ways did the position of the individual or group exercising power differ from what their previous position had been? • What were the most effective methods used to gain power over others? • How was this power maintained?
Effects, interests and arguments	<ul style="list-style-type: none"> • How resistant were others to the exercise of power by the individual or group? • What groups or individuals were most affected by the exercise of this power? • What forces operated to end the exercise of power over others?
Reflections and responses	<ul style="list-style-type: none"> • How have historians and theorists debated the nature of power and the way it is exercised? • What have you learnt about the historical significance of this study of power? • Would you like to take this study further or in a different direction? • How has this study helped you understand history as a discipline? • Did this study help you clarify your standpoint about the ways humans use and are affected by power? • What problems did you encounter in the research, and how did you respond to them? • How might this study help you make decisions about your own life?

Theme 4: Studies of archaeology

<p>Purpose</p> <p>Through this theme, candidates will understand the nature of archaeological investigations, the developments in archaeological methodology and how these have contributed to our understanding of past societies.</p>	
<p>Possible inquiry topics</p> <ul style="list-style-type: none"> • Archaeologists such as Schliemann, Belzoni, Carter, Evans, Weeks, the Leakeys, Woolley, Petrie, Pitt-Rivers • Human remains such as bog bodies and mummies • Specific sites such as Pompeii, Knossos, York and Lake Mungo • Scientific techniques such as dating techniques, forensic pathology and excavation methodology 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>	
Inquiry aspect	Focus questions
Definitions	<ul style="list-style-type: none"> • What is archaeology? • What are the main terms and concepts associated with archaeological studies? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Which types of primary and secondary sources might be both available and valuable in this study? • What are some problems or issues that might be associated with archaeological sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • Who are the archaeologists who have contributed to the development of archaeology? • What methods have been employed by archaeologists and how have these changed over time?
Effects, interests and arguments	<ul style="list-style-type: none"> • How have developments in science and technology influenced archaeology and increased our knowledge and understanding of the past? • What ethical issues have been raised about archaeological practices?
Reflections and responses	<ul style="list-style-type: none"> • What are you learning about the significance of archaeology in historical investigations? • How could you take this study further or in a fresh direction? • How has this study helped you understand history as a discipline? • What connections can you make between this study and others you have already done or might do? • What problems did you encounter in the research, and how did you respond to them? • How might this study clarify your standpoint about the treatment and preservation of archaeological remains, including human remains?

Theme 5: Studies of conflict

<p>Purpose</p> <p>Through this theme, candidates will understand the multiple factors that often lie at the base of conflict. These may include both the long-term and immediate causes; religious, racial, economic and political variables; and the actions of key individuals of the era.</p>					
<p>Inquiry topics</p> <p>Candidates will study one of the regions or periods. All four topics listed under the region or period must be studied, but only one question will be given for each region or period.</p> <p>Note schedule of exclusions in Section 4, Table 2</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 25%;"> <p>Egypt</p> <ul style="list-style-type: none"> • Battle of Megiddo • Battle of Kadesh • Amarna Revolution • Exodus </td> <td style="vertical-align: top; width: 25%;"> <p>Rome</p> <ul style="list-style-type: none"> • Punic Wars • Slave revolt of Spartacus • First Civil War between Caesar and Pompey • Second Civil War between Mark Antony and Octavian </td> <td style="vertical-align: top; width: 25%;"> <p>Mesopotamia/Asia</p> <ul style="list-style-type: none"> • Warring state in China • Wars of unification in Japan • Neo-Assyrian empire • Neo-Babylonian empire </td> <td style="vertical-align: top; width: 25%;"> <p>Medieval Europe</p> <ul style="list-style-type: none"> • Fall of the Roman Empire • Crusades • Norman invasion of England • Mongol invasions of Europe </td> </tr> </table>		<p>Egypt</p> <ul style="list-style-type: none"> • Battle of Megiddo • Battle of Kadesh • Amarna Revolution • Exodus 	<p>Rome</p> <ul style="list-style-type: none"> • Punic Wars • Slave revolt of Spartacus • First Civil War between Caesar and Pompey • Second Civil War between Mark Antony and Octavian 	<p>Mesopotamia/Asia</p> <ul style="list-style-type: none"> • Warring state in China • Wars of unification in Japan • Neo-Assyrian empire • Neo-Babylonian empire 	<p>Medieval Europe</p> <ul style="list-style-type: none"> • Fall of the Roman Empire • Crusades • Norman invasion of England • Mongol invasions of Europe
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<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>					
Inquiry aspect	Focus questions				
Definitions	<ul style="list-style-type: none"> • What is the essential nature of conflict or of particular conflicts? • What specific aspect of conflict is the focus of this inquiry? • In what places and over what period did these conflicts occur? • What is the key question that will guide this inquiry? 				
Sources	<ul style="list-style-type: none"> • Who are the major historians and writers associated with the study of this conflict? • What primary and secondary sources might be valuable in this study? • What are the problems related to the availability or quality of the sources? 				
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • What were the dominant beliefs and attitudes to conflict in the ancient world? • How did long-term factors contribute to tension and ultimately, the outbreak of conflict? • What were the immediate causes of the conflict? • Who was involved in the conflict and why? • What roles were played by individuals in the conflict? • What do the sources say about the causes and the course of the conflict? 				
Effects, interests and arguments	<ul style="list-style-type: none"> • What were the end result and short-term effects of this conflict? • What were the long-term effects of the conflict? • How long and in what ways did these effects continue? • How did these changes impact on individuals, groups and society? • Whose interests were not served by these changes? • How can differences in the primary and secondary accounts be explained? 				
Reflections and responses	<ul style="list-style-type: none"> • Could different responses before and during the conflict have changed history? • What problems did you encounter in the research, and how did you respond to them? • How is a modern response to conflict different from that in the ancient world? • What connections can you see between this study and other studies that you have already done or might do? • How has this study helped your understanding of history as a discipline? • Did this study help you clarify your understanding of the causes and consequences of conflict? 				

Theme 6: The influence of groups in ancient societies

<p>Purpose</p> <p>The purpose of this theme is to examine the role and significance of one or more groups in ancient societies, and to evaluate their influence in shaping the experiences or history of their society. Groups that may be studied include social, economic, political, military and religious groups. Through this study, candidates will focus on evaluating the role and impact of the group in society, as well as attitudes to it at the time. They will understand the changing characteristics of the group over time and the historical forces producing those changes.</p>	
<p>Possible inquiry topics</p> <p>The inquiry topic will cover in depth the role of one of the following groups in an ancient civilisation other than Roman. Note schedule of exclusions in Section 4, Table 2</p> <ul style="list-style-type: none"> • Slaves • Women • The rich • The poor • The dead • Minorities • Artisans • Family • Soldiers • Children • Scientists/thinkers • Sportspeople • Entertainers • Religious groups • Traders 	
<p>Focus questions</p> <p>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested here are provided as a guide.</p>	
Inquiry aspect	Focus questions
Definitions	<ul style="list-style-type: none"> • What are the key terms and concepts that apply to this study? • What group is the focus of this inquiry? • Are there arguments about how groups or classes are defined in this topic? • What is the key question that will guide this inquiry?
Sources	<ul style="list-style-type: none"> • Who are the major historians who have contributed to our knowledge of this topic? • How has this topic been interpreted by historians? • What primary and secondary sources are available and valuable in this study? • What kinds of problems are there with the availability and sufficiency of these sources?
Backgrounds, changes and continuities: motives and causes	<ul style="list-style-type: none"> • When, where and in what historic context did this group emerge? • What role did this group play in society? • What characterised this group? • How did this group change over time?
Effects, interests and arguments	<ul style="list-style-type: none"> • In what ways did this group influence its society (e.g. politically, socially and economically)? • How did the group cause changes in its society? • What benefits did individuals get from being part of this group? • What disadvantages did individuals suffer from being part of this group? • How did this group interact with other groups or individuals in society? • What attitudes were there to this group?
Reflections and responses	<ul style="list-style-type: none"> • How is this study helping you understand history as a discipline? • What connections can you see between this study and other studies you have done? • What have historians concluded about the influence of this group in its society? • What problems did you encounter in the research, and how did you respond to them? • How has this study helped you clarify your understanding about the role of groups in today's society?

7. Assessment

7.1 Summative assessment

7.1.1 Format of the external examination

There will be two papers, each of up to 3 hours duration. For each paper an additional 10 minutes will be allowed for perusal. Further information is in Section 7.4.

Paper 1

Part A: Reflections on the research inquiry process

Questions will assess candidates' understandings of historical research procedures and aspects of the inquiry process as related to a nominated theme. Within the nominated theme, candidates should formulate their own focus questions related to the five aspects of inquiry for their particular inquiry topic (see Table 2).

These questions will relate to criterion 1, *Planning and using a historical research process*.

Part B: Extended written response to an unseen question (600 to 800 words)

Candidates will select and respond to a question from the inquiry topics relevant to the nominated theme for the examination year (see Table 2).

These questions will relate to criterion 3, *Communicating historical knowledge*.

Paper 2

Extended written response to historical evidence (600 to 800 words)

Candidates will be required to respond to a question or statement, mainly by reference to the historical sources supplied. A number of historical sources related to the nominated theme and inquiry topics for the examination year will be provided. Some sources will be seen (available before the examination) and the others unseen (available at the examination).

The examination questions will relate to criterion 2, *Forming historical knowledge through critical inquiry*, and criterion 3, *Communicating historical knowledge*.

Note: Seen sources: A selection will be sent to candidates and teaching centres a minimum of 4 weeks before the examination for Paper 2.

Table 4: Relationship of examination papers and criteria

Criterion	Paper 1 part A	Paper 1 part B	Paper 2
1 – Planning and using a historical research process	X		
2 – Forming historical knowledge through critical inquiry			X
3 – Communicating historical knowledge		X	X

7.2 Special consideration

Under certain circumstances, special arrangements or consideration may be available to candidates for the senior external examination. The special consideration provisions are detailed in the annual *Senior External Examination Handbook*, available from the QSA website <www.qsa.qld.edu.au>.

Missing the examination for any reason *cannot* be the basis for an application for special consideration.

7.3 Exit criteria

Criterion 1: Planning and using a historical research process

Criterion 1 is about planning and putting into effect the procedural and organisational structures of a research task. It involves candidates in:

- identifying the issue for investigation
- devising, developing and focusing the key research question or hypothesis, and sub-questions
- using primary and secondary sources
- reflecting on and revising the research process where necessary.

Criterion 2: Forming historical knowledge through critical inquiry

Criterion 2 is about developing historical knowledge and cognitive skills through critical engagement with historical sources. It involves candidates in:

- making judgments about the nature of primary and/or secondary source evidence
- interpreting, analysing, evaluating and corroborating evidence
- forming considered historical judgments from evidence
- supporting conclusions and judgments with evidence
- reflecting on historical phenomena and argument.

Criterion 3: Communicating historical knowledge

This criterion is about presenting the results of historical research. It involves candidates in:

- communicating a knowledge and understanding of
 - historical evidence
 - concepts: change and continuity, cause and effect
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions and length of responses.

7.4 Types of assessment

Paper 1

Duration: Up to 3 hours plus 10 minutes for perusal.

Part A: Reflections on the research inquiry process

Characteristics	Conditions
Format: <ul style="list-style-type: none"> Written responses based on the research process and aspects of inquiry 	Within the nominated theme candidates should formulate their own specific area of inquiry. The process of inquiry (refer to Section 5.1) requires candidates to: <ul style="list-style-type: none"> define the inquiry topic for investigation make reference to primary and secondary sources reflect on and revise the research process and the five aspects of inquiry. Questions will assess candidates' understandings of historical research procedures such as devising, developing and focusing on: <ul style="list-style-type: none"> a research question a hypothesis sub-questions relating to the research question.
Criteria assessed	Criterion 1
Length of response	Short response, paragraph
Origin of research question	Preparation by the candidate of a research topic within the nominated theme (refer to Section 4.3) during the course of study

Part B: Extended written response to an unseen question

Characteristics	Conditions
Format: <ul style="list-style-type: none"> Extended written response 	Candidates will select a question from the inquiry topics relevant to the nominated theme. <p>Candidates should:</p> <ul style="list-style-type: none"> recall historical knowledge and explain judgments with supporting arguments in essay form communicate understanding of backgrounds, changes and continuities: motives and causes, effects, interests and arguments. Sources of evidence will not be mandatory in this essay meet the requirements for language conventions No sources, notes or additional material will be provided.
Criteria assessed	Criterion 3
Recommended length of response	600–800 words

Paper 2: Extended written response to historical evidence

Duration: Up to 3 hours plus 10 minutes for perusal.

Characteristics	Conditions
<p>Format:</p> <p>The candidate provides a response in essay form to an unseen question or statement.</p> <p>A minimum of three questions or statements will be provided, from which candidates choose one.</p> <p>Responses should primarily be based on the seen and unseen sources provided.</p> <p>The questions or statements are not provided before the examination.</p>	<p>Some sources provided prior to the examination, and some unseen</p> <p>Clean copies of all sources to be provided in the examination</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • make judgments about the nature and reliability of primary and secondary source evidence • interpret, analyse, evaluate and corroborate evidence • form considered historical judgments from evidence • support conclusions and judgments with evidence • reflect on historical phenomena and argument • recall historical knowledge and explain judgments with supporting arguments in essay form • communicate understanding of backgrounds, changes and continuities: motives and causes, effects, interests and arguments • meet the requirements for language conventions
<p>Seen sources will be sent to candidates and teaching centres a minimum of 4 weeks before the examination.</p>	
<p>Criteria assessed</p>	<p>Criterion 2 and criterion 3</p>
<p>Recommended length</p>	<p>600–800 words</p>
<p>Types of sources primary and/or secondary</p>	<p>Mostly text sources but may include visual sources such as photographs, maps, illustrations</p>
<p>Relevance of sources</p>	<p>Usually of contestable nature, at least 6 seen, at least 6 unseen</p> <p>Sources may be common across the examination questions or individually applicable.</p>
<p>Reliability and representativeness of sources</p>	<p>Usually of contestable nature</p>
<p>Extent that sources support the question or statement.</p>	<p>Contestable — evaluation and application of source perspectives to make judgments</p>

7.5 Awarding levels of achievement

The chief examiner will award each candidate who sits the examination, a level of achievement from one of five categories:

Very High Achievement (VHA)

High Achievement (HA)

Sound Achievement (SA)

Limited Achievement (LA)

Very Limited Achievement (VLA).

The process of arriving at a judgment about a candidate's responses to examination questions is essentially a process of matching the candidate's responses against the syllabus standards associated with exit criteria. A level of achievement that best describes the pattern of performance in each criterion across the examination as a whole is then awarded.

Information about how scripts are assessed is provided in the annual *Senior External Examination Handbook*, available on the QSA website <www.qsa.qld.edu.au>.

The level of achievement will be based on the exit standard for each of the three criteria: *Planning and using a historical process*, *Forming historical knowledge through critical inquiry*, and *Communicating historical knowledge*. The criteria are derived from the general objectives, described in Section 3. The standards associated with the three exit criteria are described in Table 6.

When standards have been determined for each of the three criteria, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. Table 5 indicates the *minimum combination of standards* across the criteria for each level of achievement.

Table 5: Awarding exit levels of achievement

VHA	The candidate must achieve a Standard <i>A</i> in any two of the exit criteria and no less than a Standard <i>B</i> in the remaining criterion.
HA	The candidate must achieve a Standard <i>B</i> in any two of the exit criteria and no less than a Standard <i>C</i> in the remaining criterion.
SA	The candidate must achieve a Standard <i>C</i> in any two of the exit criteria, and no less than a Standard <i>D</i> in the remaining criterion.
LA	The candidate must achieve a Standard <i>D</i> in any two of the exit criteria.
VLA	The candidate must achieve a Standard <i>E</i> in three exit criteria.

Table 6: Standards associated with exit criteria

Standard A	Standard B	Standard C	Standard D	Standard E
Criterion 1. Planning and using a historical process				
<p>The candidate:</p> <ul style="list-style-type: none"> • identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions • demonstrates ability to select varied primary and secondary sources that offer a range of perspectives • demonstrates critical reflection during research to make valid choices about direction or emphasis. 	<p>The candidate:</p> <ul style="list-style-type: none"> • identifies significant issues for investigation and devises historical research questions and appropriate sub-questions • demonstrates ability to select varied primary and secondary sources that offer different perspectives • demonstrates reflection during research and revises the process where necessary. 	<p>The candidate:</p> <ul style="list-style-type: none"> • devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts • selects some relevant sources • responds to obvious issues that emerge in the research process. 	<p>The candidate:</p> <ul style="list-style-type: none"> • uses closed, factually based historical research questions • selects few relevant sources. 	<p>The candidate:</p> <ul style="list-style-type: none"> • frames questions that are frequently irrelevant • identifies some information in sources provided.
Criterion 2. Forming historical knowledge through critical inquiry				
<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> • uses a diversity of primary and secondary sources to: <ul style="list-style-type: none"> – comprehend and apply explicit and implicit meanings – analyse to identify implicit and explicit patterns of information and categorise evidence 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> • uses primary and secondary sources to: <ul style="list-style-type: none"> – comprehend explicit and implicit meanings – analyse to identify explicit patterns and allocate information to categories 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> • generally uses primary and secondary sources to: <ul style="list-style-type: none"> – comprehend explicit meanings – identify simple and familiar concepts, values and motives that are explicit 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> • generally, when dealing with historical sources: <ul style="list-style-type: none"> – identifies basic explicit facts – comprehends some of the explicit meaning – groups information according to identified classifications 	<p>In response to historical questions, the candidate:</p> <ul style="list-style-type: none"> • includes some information relevant to the topic • comprehends some factual detail in a basic historical source • recognises information with some common characteristics in a basic historical source

Standard A	Standard B	Standard C	Standard D	Standard E
<ul style="list-style-type: none"> – perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source – corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions. 	<ul style="list-style-type: none"> – interpret values and motives and identify perspectives – corroborate secondary sources • evaluates the relevance, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to make reasoned decisions. 	<ul style="list-style-type: none"> – analyse to identify obvious themes or patterns – recognise relevant sources – detect bias in sources • refers to mainly secondary sources to make obvious decisions. 	<ul style="list-style-type: none"> • where decisions are made, supports them mainly with opinions. 	
Criterion 3. Communicating historical knowledge				
<p>When using written forms in examination conditions, the candidate:</p> <ul style="list-style-type: none"> • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them • presents coherent, valid historical arguments that: <ul style="list-style-type: none"> – incorporate concepts of change and continuity over time – use extensive vocabulary in a succinct and effective manner 	<p>When using written forms in examination conditions, the candidate usually:</p> <ul style="list-style-type: none"> • communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people • presents coherent, credible historical arguments that: <ul style="list-style-type: none"> – refer to the causes and consequences of changes and continuities over time – use vocabulary effectively 	<p>When using written forms in examination conditions the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: <ul style="list-style-type: none"> – use some historical concepts – incorporate some direct reference to appropriate sources of historical evidence 	<p>When using written forms in examination conditions, the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: <ul style="list-style-type: none"> – incorporate some reference to sources of historical evidence – convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions 	<p>When using written forms in examination conditions the candidate usually:</p> <ul style="list-style-type: none"> • communicates some recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning • produces incomplete responses that do not meet stipulated requirements

Standard A	Standard B	Standard C	Standard D	Standard E
<ul style="list-style-type: none"> – accord closely with the style and conventions applicable to the format of the required response – refer to evaluation processes without disrupting the argument – incorporate direct and indirect references to diverse relevant historical evidence – accurately use the conventions of a recognised system of in-text referencing • meets all stipulated requirements of length and format of responses. 	<ul style="list-style-type: none"> – accord for the most part with the style and conventions applicable to the format of the required response – incorporate direct and indirect reference to relevant historical evidence – use appropriate conventions of a recognised system of in-text referencing • meets stipulated requirements of responses in most instances. 	<ul style="list-style-type: none"> – are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of referencing • produces responses that may not meet all of the stipulated requirements. 	<ul style="list-style-type: none"> – use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies • produces superficial responses. 	

8. Resources

QSA website

The QSA website provides essential resources for all candidates for the senior external examination. The website address is <www.qsa.qld.edu.au>.

The following information (current at time of printing) is available:

Senior External Examination Handbook

The handbook gives information about:

- how to nominate to sit the examinations
- teaching centres that provide tuition for the subjects
- examination timetable
- important dates relating to the senior external examination.

Subject resources

The syllabus and examination papers for the previous three years are available.

Notices to candidates

Information is provided by chief examiners to help candidates prepare for the examination.

Notices to teaching centres

Information is provided by chief examiners to help tutors and candidates prepare for the examination.

Candidate references

There are an extensive number of textbooks that can be used for the study of senior Ancient History. Because of the range of themes and inquiry topics that may be selected, the scope of relevant resources and the changes that occur in texts over time, this syllabus does not include a text resource list.

In general the most useful texts for candidates will be those that give access to an extensive range of primary source materials.

Library references

In the first instance, both material and personnel resources of the local community should be used as much as possible in constructing and implementing study in senior Ancient History.

School, university and local government libraries are a valuable source of information and contacts. Government departments are a source of personnel who are experts in their field and

may provide valuable assistance and ongoing advice. These types of links with the community improve the credibility of the course within the community.

Newspapers and periodicals

Newspapers occasionally carry features of value to history teachers and candidates. Local papers can also be a source of useful data. Some newspapers, such as *The Age* (Melbourne) provide subscription clippings services.

Periodical subscriptions represent an excellent way to develop current, comprehensive and relevant source materials for investigation. The Periodical Centre for Schools, accessible through AccessEd (formerly the Open Access Support Centre) provides a subscription service for access to periodical and magazine articles from a large collection. The centre also has a photocopy service for subscribers.

Some useful magazines and journals for candidates of Ancient History are available through newsagencies. These include *Archaeological Diggings*, *Scientific American* and *National Geographic*.

Many journals are also available online through subscription.

Many useful teaching strategies are reported in the national journal of the Australian History Teachers' Association as well as in the publications of state history teachers' associations (for example, *The Queensland History Teacher*). These journals often contain specific details and information about free materials, teaching kits, worthwhile commercial packages and in-service opportunities for teachers. Information on specific topics may also be found in general historical and current events journals. Details of these are contained in listings of periodicals held in most libraries.

Other resources

Many brochures, booklets, kits, charts, slides and videos are produced for educational purposes by government departments and community groups. Many provide catalogues of their resources and visiting speaker lists. Requests should relate to specific topics.

Software and electronic resources

There are a large number of commercially available computer packages with application to many of the themes and inquiry topics included in this syllabus.

The internet is a valuable tool for candidates of Ancient History, providing access to sites that specialise in history and to university and government departments that publish occasional papers.

Television documentaries produced or programmed by the ABC and SBS are screened periodically, and are often supported by commercially available copies, either through the ABC and SBS themselves, other retailers or occasionally through video rental stores. Pay television channels such as the Discovery Channel and the History Channel also carry a large number of programs that are of interest to the Ancient History candidate.

AccessEd has a video library from which resources may be borrowed. The library also has copying facilities for some documentary and current events programs.

Websites

Note: All URLs were correct at the time of amendment.

American Institute of Archaeology <www.archaeological.org>

An educational site with lesson plans.

Digital Egypt for Universities <www.digitalegypt.ucl.ac.uk>

This site contains resources and links to a range of information about Ancient Egypt. Developed by the University College of London, it is aimed at upper secondary and tertiary students.

Egypt's Golden Empire <www.pbs.org/empires/egypt>

A PBS series examining the New Kingdom.

Fordham University <www.fordham.edu/halsall>

The site for the Jesuit University of New York contains a range of primary sources that are divided into a number of sourcebooks. These include the “Ancient sourcebook”, “Medieval sourcebook” and “South East Asia sourcebook”.

History of Western Civilization

<<http://europeanhistory.boisestate.edu/westciv/peloponn/>>

A useful website for a broad overview of the various issues, people and events of the Peloponnesian War.

The Iliad [game] <www.users.globalnet.co.uk/~loxias/iliad/iliadstart3.htm>

A game to test knowledge of Homer's *Iliad*.

Internet Classics Archive <<http://classics.mit.edu/Thucydides/pelopwar.html>>

This site gives a translation of Thucydides' account of the Peloponnesian War.

Laconian Professionals <www.ancientworlds.net/aw/Journals/Journal/927074>

A useful website for the causes and course of the Peloponnesian War II.

The Perseus Digital Library <www.perseus.tufts.edu>

This website is a huge digital library consisting of many primary and secondary sources.

The Roman Empire in the First Century <www.pbs.org/empires/romans>

A PBS series examining various aspects of the Roman Empire in the first century.

Using Primary Sources on the Web

<www.ala.org/rusa/sections/history/resources/pubs/usingprimarysources>

An excellent guide to finding, evaluating and citing primary sources from the Web by the University of Washington libraries.

Glossary

Analysis

The deconstruction of sources and the study of how the component parts of the source interrelate to create a whole.

Corroboration

To strengthen and/or support an assertion with evidence from a variety of reliable sources to make it more certain.

Evaluation

A careful examination of sources to judge relevance, reliability, representativeness, accuracy and authenticity, and thus their worth.

Evidence

Information derived from primary and secondary sources used to support or refute assertions that are made when responding to a question or developing and testing hypotheses.

Historical knowledge

Factual recall and conceptual understanding of terms, ideas, events, developments, people and places.

Historiography

The study of how history is constructed. It involves the way history has been written, as well as the critical analysis and evaluation of the relevance, authenticity, reliability, accuracy and representativeness of sources.

Hypothesis

A tentative statement or a proposition that can be tested by further investigation.

Interpretation

A process of identifying implicit meanings in historical sources to explain what has happened in the past. The discipline of history acknowledges that all interpretations are partial.

Partial

Because new perspectives and evidence will always be emerging, all historical sources are not definitive (fully complete).

Perspective

A point of view or standpoint from which historical events, problems and issues are analysed.

Reflection

Reflection highlights introspection as inherent in historical inquiry. It is the process of identifying and responding to problems or issues that arise during research, critiquing and evaluating interpretations from different perspectives, and recognising one's own preconceptions, values and methodologies and those of others. The process of reflection is metacognitive as it involves active control over the cognitive processes engaged in learning in order to develop deeper understandings.

Relevant sources

The extent to which sources are applicable and appropriate for an investigation.

Reliable sources

Sources that are trustworthy and yield information that is credible for a particular purpose.

Representativeness

When testing for representativeness, historians explore whether a source reflects a dominant or mainstream perspective as opposed to a minor or marginalised perspective on an issue or period of time.

Source

Any resource, written or non-written, that can be used to investigate a historical issue. When information from a source is used to support or refute an assertion, it becomes *evidence*.

Standpoint

A point of view usually established (in the context of studying history) as a result of belief in a particular ideology.