Ancient History

Senior Syllabus 2004
To be used in approved schools with Year 11 students only in 2005.

Ancient History Senior Syllabus

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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 wide and effective participation of the members of the society enhances democratic processes, and individual and social wellbeing.

Cooperative and competitive processes shape societies, and 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 devise ways to improve social processes and their outcomes at the collective and individual levels.

Social science subjects should be designed and conducted so that students 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.

In particular, issues of equity will be important in choosing the topics for study and the methods used for learning. Equity issues include access to and ownership of resources, and their distribution among nations, social groups and classes.

Inquiry is central to all disciplines within the social sciences. Each discipline has its own analytical and problem-solving techniques to help students 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. Students can widen their horizons by exposure to different societies and by examining why some solutions succeed and others fail.

Students 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.

Students 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

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• more sensitive to the interdependencies between the social, cultural, political, economic, environmental and ethical aspects of experience
• more 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.

These subjects can lead some students directly towards future careers as economists, geographers, historians and social scientists. While most students will proceed to other careers, their study of these subjects will give them important lifeskills (including the key competencies).

In designing learning activities for their students, teachers should include the list of key competencies to suggest specific inquiries or inspire projects. In addition to this, teachers should refer to the principles outlined above that deepen or go beyond the key competencies to develop professional, discipline-specific expertise. 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 students should be explored and evaluated in a constructive and critical way. Whether students 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, as in everyday life, 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.

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1 KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology

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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.

The knowledge, skills and values of the senior Ancient History syllabus provide an avenue of continuity with the Years 1 to 10 Studies of Society and Environment syllabus, and with the optional History subject syllabus of the SOSE key learning area.

Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. Through a study of early peoples and cultures, we can 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 student 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 of Ancient China, Harappan India, Pharaonic Egypt, Achaemenid Persia, Israel, pre-classical, classical and Hellenistic Greece, Etruria and Rome of the kings, the republic and the imperial system up to the end of the fifth century AD. In addition, the term is frequently applied to the much later civilisations of Central and South America, and South-East Asia.

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 Israel; and an understanding of these societies helps towards the deeper understanding of our own society.
All of these ancient societies may be studied in the Ancient History syllabus. In addition, the syllabus provides opportunities for limited studies of the medieval period, within the time frame of AD 500–1500. The medieval period is one of considerable interest to both students and teachers, for which there is virtually no opportunity of study elsewhere in the senior curriculum.

The Ancient History 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. Opportunities are provided in this syllabus for studies of Indigenous history within the context of the historical processes and methodologies of Ancient History.

**Historical literacy**

The Commonwealth Government’s National Inquiry into History Teaching, 3: *The Future of the Past* (2000) states some important processes in improving 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*. An important part of the framework is the essential and specific skills of historical literacy.

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. Students learn that these sources can be subjective, value-laden, ambiguous or incomplete. Students learn the rules and place of debate and hone their skills for presenting opinions about diverse issues. The 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 students to engage thoughtfully with the numerous messages they encounter in their information-filled lives.

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

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2 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

3 National Centre for History Education, http://www.hyperhistory.org/
2. **GLOBAL AIDS**

Through studying history, students 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, students 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, students need to be particularly cautious about the representativeness of the evidence. Students 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, students will empathise with the perspectives of people remote in time or place. Students will make judgments about complex situations, justify those judgments and review them in the light of sustained reflection and critical comment. Students may present their explanations using a variety of media: written, oral, dramatic and graphic. This could include computer and multimedia technology.

… **understand the forces and influences that have shaped the modern world**

Students 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. Students 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. Students 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**

Students 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, students will refine their own values commitments.

… value the study of history

Students will appreciate the value of historical study. They will appreciate the importance of historical sources in all their many 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, students 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 students approach the challenge of making a better future with realistic, informed enthusiasm.
3. **GENERAL OBJECTIVES**

The objectives of this syllabus reflect the understandings and processes that are considered desirable for students to acquire. They should be read in conjunction with Course Organisation (section 5.1), and with the exit criteria (section 8.3). The objectives of the course of study in Ancient History have been defined as:

**PLANNING AND USING AN HISTORICAL RESEARCH PROCESS**

Research involves abilities associated with historical procedures. At some stage, these procedures involve the ability to understand and engage with the broad and complex phenomena that are labelled commonly as “historical sources of evidence”. However, the main focus in this objective is on how students:

- identify issues or problems for investigation
- develop and focus research questions, hypotheses and sub-questions
- devise formats for research that suit the purpose of the research task
- locate and use a variety of primary and secondary sources
- maintain a coherent record of research
- display initiative and independence in the planning and management of all stages of the research process
- demonstrate evaluation of the research process and findings, and ongoing revision of the research process as a consequence.

**FORMING HISTORICAL KNOWLEDGE THROUGH CRITICAL INQUIRY**

In Ancient History, this objective aims to develop in students the ability to engage critically with historical sources and to develop the historical knowledge and cognitive skills 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 students in assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and in identifying value positions, perspectives and standpoints in their historic context
- make decisions, i.e. making a judgment about a question or hypothesis, based on the interpretation and analysis and on the evaluation of sources. This will involve students 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

In Ancient History, students should be able to present their historical knowledge and understandings using skills of both written and non-written communication.

This objective refers to:
- recalling significant information, defining and describing key concepts, events, developments and people
- providing explanations of and justifications for 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
- producing written and non-written responses in a variety of genres and under a variety of conditions, and using selected media to show an understanding of the advantages of using a selected form of communication.

Students should be able to produce written and non-written responses that:
- are coherent
- incorporate accurate definitions, abstractions and concepts, and relationships between key concepts, events and historic developments
- substantiate claims by reference to sources of evidence
- use correctly formatted bibliography and the conventions of referencing
- illustrate oral skills including audibility, audience involvement, diction, variation of tone, gesture, pitch, the use of visuals, sound or movement, and effective use of language and language conventions
- illustrate technological/electronic skills in the development of presentations, such as using video, PowerPoint, interactive computer-based activities and web pages
- 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 each genre.

ATTITUDES AND VALUES

A course of study from this syllabus is designed to assist students to develop a willingness 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.

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4. LANGUAGE EDUCATION, AND QUANTITATIVE CONCEPTS AND SKILLS

4.1 LANGUAGE EDUCATION

Language is not only the means of communication but also a vehicle that conveys the attitudes, values, assumptions and prejudices of the people who use it and the times in which they live. Language education in Ancient History is concerned therefore not only with equipping students with the skills to communicate effectively in suitable genres but also with helping them develop a critical awareness of language use.

Ancient History requires students to understand and use language in a variety of ways: spoken, written, visual, diagrammatic and mathematical. This language may be located in a range of settings including books, journals, laws, speeches, film, cartoons and presentations of various types of electronic media. Each language setting has its own conventions and its own vocabulary to which students need to be sensitised.

Language can also be used to establish power relationships. Students should therefore be involved in learning experiences that require them to comprehend and analyse these genres as well as compose appropriate responses of their own.

As the learning of language is a developmental process, teachers of Ancient History should plan for the development of the skills necessary for effective communication through Ancient History in the senior school. This responsibility entails developing students’ abilities to:

- understand what they read and hear
- use appropriate and effective language when writing and speaking
- be critically aware of the way language can be used to exercise power
- use historical terms accurately
- use conventions related to appropriate forms (e.g. essays and seminar presentations) and genres (e.g. analytical, persuasive and expository writing)
- use language conventions related to grammar, spelling, punctuation and layout
- use conventions applicable to maps, diagrams, graphs, statistics and acknowledging sources.

Students should be assessed by the use of instruments that are familiar in both format and level of language.

4.2 QUANTITATIVE CONCEPTS AND SKILLS

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in numerical forms, or as diagrams, maps, graphs or tables
- calculate and apply procedures
• manage and manipulate electronic sources of data, databases and software applications
• use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects, including Ancient History, students are to be encouraged to develop their understanding and to learn through the incorporation of mathematical strategies and approaches to tasks which are appropriate to history. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

Historians make use of a variety of numerical and other mathematical concepts and skills, especially those relating to graphs and tables, statistics and maps. Historians also make extensive use of computer databases and software packages to manipulate and represent historical data and concepts.

The distinctive nature of history may require that new mathematical concepts be introduced and new skills be developed for some students. All students need opportunities to practise the quantitative skills and understandings that they have developed previously. Opportunities are to be provided within appropriate learning contexts for the revision, maintenance and extension of such skills and understandings.
5. COURSE ORGANISATION

5.1 COURSE ORGANISATION

A course of study developed from the senior syllabus in Ancient History requires a minimum of 55 hours of timetabled school time per semester, including assessment. The course of study is based on a number of themes (for example, Studies of political structures — see the complete list below).

Within each theme, one or more inquiry topics are studied. An inquiry topic is an in-depth, inquiry-based study of a particular topic within a theme (for example, ‘Tyranny in the Greek states’ within the Studies of political structures theme). Suggested inquiry topics for each theme are listed in section 7.

Course requirements

- The three general objectives, Planning and using an historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge (the mandatory aspects of the syllabus), must be incorporated into learning experiences and assessment.
- A minimum of three themes must be selected.
- A minimum of four inquiry topics must be studied across the two-year course.
- Inquiry topics must be studied for a minimum of eighteen hours of timetabled time.
- One inquiry topic must focus on Greece or Rome.

More than the minimum number of inquiry topics and themes may be selected.

Recommended elements

Teachers planning an Ancient History curriculum are encouraged to:

- include a study of archaeology, either as a separate theme, or integrated into a number of inquiry topics as appropriate
- select themes and inquiry topics to reflect the geographical diversity of ancient societies
- include a number of briefer studies (background, comparative, or linking) to ensure that students can place the inquiry topics within a broader understanding of the history of the period or theme being studied
- include some study of Australia, either as a separate inquiry topic, or integrated into an inquiry topic as a comparative or related study.

Medieval history

Some topics outlined in the themes that follow (section 7) embody studies of aspects of the medieval world. While a course may include a number of these inquiries, teachers are reminded that the majority of the time and the inquiries must be grounded in the ancient world. In total, studies of the medieval world must account for no more than 55 hours of the course.
5.2 Themes

In Ancient History, the themes are as follows:

1. Studies of archaeology
2. Studies of conflict
3. Studies of political structures
4. Studies of the everyday lives of people in ancient societies
5. Studies of power
6. Studies of funerary practices
7. Studies of religion
8. Studies of the arts
9. Personalities in history
10. Studies of technologies, innovations and inventions
11. Studies of philosophy
12. A study of pharaonic power in Egypt
13. A study of bureaucratic control in China
14. Studies of changing practices in society and government in the Greek world
15. A study of political centrism in Rome
16. A study of government and religion in India
17. Studies of Palaeolithic and Neolithic societies
18. The influence of groups in ancient societies
19. Continuity and change in Indigenous Australia
20. Studies of Europe in transition
21. Studies of regional change
22. School-based theme

5.2.1 School-based theme

Schools may choose to develop a school-based theme not suggested in the syllabus. A school-based theme is not to be confused with the selection, a topic of your choice, within each theme already described in section 7.

A school-based theme may:

- be developed as a response to local issues, to the interests of students and teachers, or to the available resources within the school or the local community
- combine inquiry topics from different themes
- combine aspects of different themes.

Only one school-based theme is to be included in the school’s course organisation. Care must be taken to ensure that the inquiry topics developed for study in the school-based theme are different in content and emphasis from those selected in other themes.

Schools wishing to pursue this option are required to submit in their work programs an outline of the theme that includes:

- a Purpose statement (see themes, section 7)
- a sample inquiry topic that exemplifies the school-based theme, using the format laid out in the syllabus for other themes, and clearly incorporating the aspects of inquiry.

When developing school-based themes, the distinctive nature of historical inquiry should be emphasised, and the inquiry should contribute to student development of the understandings and processes described in the general objectives.
5.3 Composite Classes

The wide range of inquiries that are available in the syllabus, together with the developmental processes described in section 6, provide opportunities for teachers to develop a course of study to cater for combined Year 11 and Year 12 classes, combined campuses or other modes of delivery. The multi-level nature of such classes can benefit the teaching and learning process in these ways:

- It allows teachers to teach the themes in any order and revisit themes. The sample course organisations in section 5.4 are applicable to either single-level or multi-level classes.
- It provides opportunities for a mix of multi-level group work and for independent work, as well as for peer teaching and for teamwork.
- Learning experiences and assessment instruments can be structured to allow both Year 11 and Year 12 students to consider concepts at the level appropriate to their needs at various stages of development (for example, as described in section 6).
- Within the one theme, students and teachers are able to select or develop inquiry topics and questions at different levels of complexity to suit the needs of Year 11 and Year 12 students.

5.4 Sample Course Organisations

A course of study must meet the minimum requirements as described in section 5.1, and must be developed so that students experience coherence in their studies. Chronologies, contexts and timelines should be clearly evident to students. The use of briefer studies, such as background, comparative or linking studies, will help students to establish contexts, changes and continuities in their historical inquiries.

Themes and inquiry topics will be shaped by the focus questions that students develop under the inquiry aspects, namely:

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

The aspects are described in more detail in section 6, Learning experiences, and in section 7, Themes and inquiry topics.

Some examples of possible course organisation for a two-year course of study in Ancient History follow. All the examples meet the minimum requirement specified in section 5.1. However, the examples differ in:

- the total number of themes and inquiry topics
- the number and placement of background, comparative and linking studies.

The choice of themes and inquiry topics in each example is for the purposes of illustration only, and in no way indicates or limits the choices that teachers and students may make.
### Example A: Four themes, six inquiry topics

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of archaeology</td>
<td>Inquiry topic: Evidences of our histories (focus on Australian archaeological sites)</td>
<td>20 hours</td>
</tr>
</tbody>
</table>
| Studies of technologies, innovations and inventions | (a) Background study: Egyptian and Inca societies in time and space  
(b) Inquiry topic: A comparative study of architectural and engineering developments: Egypt, Inca Kingdoms | 40 hours |
| Studies of political structures     | (a) Inquiry topic: The emergence of the polis in Greek city-states (focus on tyranny)  
(b) Bridging topic: The Persian Wars  
(c) Inquiry topic: Democracy in fifth century Athens  
(d) Concluding study: The decline of the polis as a political structure | 80 hours |
| Studies of conflict                | (a) Inquiry topic: Rivalry and conflict in the Republic from second century BCE  
(b) Bridging topic: The emergence of Octavian  
(c) Inquiry topic: Power-brokers and the Empire  
(d) Concluding study: Challenges to centrim: the later Empire | 80 hours |

### Example B: Eight themes, eight inquiry topics

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of regional change</td>
<td>Inquiry topic: Continuity and change in the Indus Valley</td>
<td>25 hours</td>
</tr>
<tr>
<td>Studies of religion</td>
<td>Inquiry topic: The role of religion in pharaonic Egypt</td>
<td>25 hours</td>
</tr>
<tr>
<td>Studies of conflict</td>
<td>Inquiry topic: Conflict among the Greek city-states</td>
<td>25 hours</td>
</tr>
</tbody>
</table>
| Studies of changing practices in society and government | (a) Background study: Bringers of change: Solon, Peisistratus, Cleisthenes  
(b) Inquiry topic: The development of democracy in fifth century Athens | 36 hours |
| Studies of power                    | (a) Background study: Rome at the end of the Republic  
(b) Inquiry topic: Imperial administration in the Roman Empire                              | 35 hours        |
| Personalities in history            | Inquiry topic: Evaluating the role and influence of Augustus in the establishment of the Roman Empire | 25 hours |
| A study of bureaucratic control in China | Inquiry topic: Social, economic and political organisation in the Shang dynasty            | 25 hours        |
| Continuity and change in Indigenous Australia | (a) Background study: Sources of history  
(b) Inquiry topic: Recording ancient Aboriginal or Torres Strait Islander history post-1788 — issues, perspectives, problems | 24 hours |
Example C: Three themes, four inquiry topics

<table>
<thead>
<tr>
<th>Themes</th>
<th>Inquiry topics and studies</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in the everyday lives of people in ancient societies</td>
<td>(a) Background study: Archaeological and reconstructive techniques</td>
<td>35 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: Everyday lives in Egypt</td>
<td></td>
</tr>
<tr>
<td>Studies of the arts</td>
<td>(a) Background study: art as evidence of culture: Indigenous Australian painting</td>
<td>85 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Inquiry topic: The visual arts in China</td>
<td></td>
</tr>
<tr>
<td>Studies of political structures</td>
<td>(a) Inquiry topic: A comparative study of political structures in the Roman republic and Empire</td>
<td>100 hours</td>
</tr>
<tr>
<td></td>
<td>(b) Bridging topic: Changing concepts of monarchy after AD fourth century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Inquiry topic: The development of the feudal system in Medieval England and France</td>
<td></td>
</tr>
</tbody>
</table>

5.4.1 Contexts and coherence in a course of study

The role of bridging, comparative, background and linking studies in providing coherence to the course of study is illustrated in the expanded Example A below. This version takes the brief outline and fleshes out each theme so that the consistency and coherence of the choice of inquiry topics and other studies is evident.

Example A: Four themes, six inquiry topics

<table>
<thead>
<tr>
<th>Themes and inquiry topics</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies of archaeology:</strong> This <em>introductory study</em> sets the scene for the two-year course by highlighting the major features of how historians use archaeological evidence to provide an understanding of past societies. The <em>inquiry topic</em> (18 hours) focuses on Australian archaeological sites in order to reconstruct the past through archaeology allowing students the opportunity to understand how Aboriginal ways of life became suited to Australia’s unique environment. A range of sites will be studied including Lake Mungo, Selwyn Ranges in North Western Queensland, shell middens of Princess Charlotte Bay and image making in Western Arnhem Land. In studying these sites particular emphasis will be placed on the significance of the work of Australian archaeologists such as Alan Thorne, John Mulvaney and Josephine Flood. <strong>A concluding study</strong> on the work of Australian archaeologists working overseas will be investigated, such as work of the team from the Australian Centre for Egyptology at Macquarie University, headed by Egyptian-born Professor Nagib Kanawati, working in Egypt, and Professor Roland Fletcher’s work on The Greater Angkor Project in Cambodia. Students are encouraged to understand the nature of archaeological investigations, the developments in archaeological methodology and how these have contributed to our understanding of past societies.</td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
<td></td>
</tr>
</tbody>
</table>
### Studies of technologies, innovations and inventions
- This theme focuses on how people developed technologies to assist them in their daily lives, the innovative ways they solved some of the problems they faced and the inventions they developed in a wide range of areas such as building, transport, medicine and warfare. **The background study** (12 hours) focuses on the two civilisations that will be studied in this theme: Egypt and the Inca civilisation. The background study establishes the time and space of the two civilisations focusing on economic, political and social structures of each civilisation and the environments in which the two developed.
- **The Inquiry topic** (30 hours) focuses on a comparative study of architecture and engineering developments of the Egyptians and Incas. Students are encouraged to see the similarities of these two civilisations that may have seemed unlikely choices for comparison.

<table>
<thead>
<tr>
<th>Studies of technologies, innovations and inventions</th>
<th>40 hours</th>
</tr>
</thead>
</table>

### Studies of political structures
- This theme focuses on aspects of change and continuity of practices in Greek society and government from the Dark Ages through to the fourth century BCE. The first **inquiry topic** (30 hours) will investigate the emergence of the polis in Greece and then will focus on tyranny as a political system. Students will be encouraged to investigate the economic, social and political developments that resulted in the prominence and the decline of tyranny as a political structure.
- **The bridging topic** (10 hours) will focus on the Persian Wars and help to explain the role the wars played in the eventual emergence of Athens and Sparta as major powers in the area.
- The second **inquiry topic** (30 hours) focuses on the emergence of democracy in fifth century BCE Athens. This study will examine the role that personalities such as Pericles and Thucydides played in creating what is commonly known as the “Golden Age” of Athens.
- **The concluding study** (10 hours) focuses on the decline of the polis in Ancient Greece.

<table>
<thead>
<tr>
<th>Studies of political structures</th>
<th>80 hours</th>
</tr>
</thead>
</table>

### Studies of conflict
- This theme focuses on the development of Roman political institutions from the early city-state phase to an imperial system with control centred in one man. This study will involve students inquiring into the rivalry between particular individuals and its effects in shaping political institutions in Rome.
- The first **inquiry topic** (30 hours) will focus on the Republic from the second century BCE. This study will examine rivalries that emerged among factional leaders during the period of Roman expansion and subsequent dominance of the Mediterranean area. The inquiry will focus on rivalries such as those between Marius and Sulla, or Pompey and Caesar, and evaluate the contribution of these rivalries to the breakdown of the Republic.
- **The bridging topic** (10 hours) will focus on the emergence of Octavian as the focus of power in Rome.
- The second **inquiry topic** (30 hours) will focus on the continual struggle between emperors such as the Julio-Claudians and the traditional power-brokers of Rome, such as the Senate. Particular focus will be placed on the changes that occurred in the centralisation of power under the emperors and the decline in the influence of the senatorial oligarchy.
- **The concluding study** (10 hours) focuses on the challenges to centrism in the later period of the Empire.

<table>
<thead>
<tr>
<th>Studies of conflict</th>
<th>80 hours</th>
</tr>
</thead>
</table>
5.5 **Work program requirements**

A work program is the school’s plan of how the course will be delivered and assessed based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirement for work program approval can be accessed in the QSA’s website ([http://www.qsa.qld.edu.au/](http://www.qsa.qld.edu.au/)). This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.
6. **LEARNING EXPERIENCES**

The focus of learning experiences in Ancient History is student inquiry. There is an important place for expository teaching and text-based teaching and learning. The main approach, however, should be through student inquiry. Using this approach, students identify historical issues for investigation, develop research questions to investigate issues, and reach conclusions or make judgments about them.

The inquiry process provides opportunities to continue the historical processes and skills that are developed in the *Years 1–10 Studies of Society and Environment Syllabus*. The learner-centred approach that is encouraged in the Years 1–10 syllabus is further developed in the objectives, learning experiences, criteria and standards of the senior Ancient History syllabus.

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

6.1 **STRUCTURING STUDENT INQUIRY**

Student inquiry involves three major elements:
- planning and using an 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 syllabus. Each of the elements involves significant processes of inquiry. Through the inquiry processes students investigate 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 7, table 1. The table develops the aspects of inquiry by suggesting student focus questions that will guide the inquiry process.

Figure 1 (below) presents 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 students will experience in their studies of themes and inquiry topics.
Figure 1: Structuring student inquiry

<table>
<thead>
<tr>
<th>OBJECTIVES/Criteria</th>
<th>PROCESS OF INQUIRY</th>
<th>ASPECTS OF INQUIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and using an historical research process</td>
<td>• Identifying an historical issue or topic for investigation&lt;br&gt;• Devising relevant historical research questions or hypotheses for investigation&lt;br&gt;• Designing sub-questions to guide the investigation&lt;br&gt;• Locating a range of primary and secondary source material&lt;br&gt;• Managing the research process by keeping a record of search&lt;br&gt;• Reflecting on research to make changes in direction or emphasis.</td>
<td></td>
</tr>
<tr>
<td>Forming historical knowledge through critical inquiry</td>
<td>• Speculating about primary and secondary sources&lt;br&gt;• Interpreting, analysing, evaluating and corroborating evidence&lt;br&gt;• Identifying if additional evidence is needed&lt;br&gt;• Forming considered historical judgments from evidence&lt;br&gt;• Creating arguments about effects and motivations&lt;br&gt;• Supporting conclusions and judgments with evidence&lt;br&gt;• Reflecting on historical phenomena, process and argument and making personal responses.</td>
<td>Definitions&lt;br&gt;Sources&lt;br&gt;Background, changes and continuities; motives and causes&lt;br&gt;Effects, interests and arguments&lt;br&gt;Reflections and responses</td>
</tr>
<tr>
<td>Communicating historical knowledge</td>
<td>• Recalling and communicating significant information in the appropriate genre&lt;br&gt;• Using appropriate genres to communicate historical knowledge, judgments and supporting arguments.</td>
<td></td>
</tr>
</tbody>
</table>

Ancient History Senior Syllabus

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6.2 **INFORMATION TECHNOLOGY IN ANCIENT HISTORY**

Learning experiences in Ancient History provide opportunities for the development of both generic and specialised skills in information technology.

Ancient History classrooms can be used to develop 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 students, research skills routinely involve accessing and managing search engines for internet searches.

Important as these generic skills are, Ancient History students 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 6.1, and as elaborated in each of the themes in section 7. The internet is now a significant source of both primary and secondary source material for students of history. Students must bring the same systematic evaluative processes to internet sources that they do to more conventional sources of historical evidence.

Advice for teachers regarding the authentication of prepared tasks and references in student work is provided in section 8.5.1.

6.3 **DEVELOPING STUDENT ABILITIES IN HISTORICAL UNDERSTANDINGS AND PROCESSES**

Student learnings in Ancient History are developmental. Learning experiences should take into account the range of prior experiences and learnings that students bring with them at the beginning of Year 11. They should also be structured so that students are led into increasing levels of sophistication throughout the two-year course. The following hypothetical and anecdotal descriptions are designed to suggest the kinds of learning experiences that will assist students to develop their historical understandings and skills.

**Early on — A student describes**

I’ve been studying Ancient History for seven weeks now. Already, I’m feeling more confident about investigating historical events and situations. I’ve been using various sources — documents, artefacts, diagrams and illustrations — and answering some good questions about them. Most of the time, our teacher has provided the questions, and has labelled them to help us understand the criteria that will be used in our assessment — comprehension, analysis, interpretation and evaluation. At first, we practised answering these questions together in class, with a collection of sources that the teacher handed out to each of us. Later, we had some lessons in which different groups studied different sources, and then shared our analyses, interpretations and evaluations to eventually build up a shared answer.

I’m realising that there’s a difference between historical “facts” (the details and

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information that everyone accepts) and “knowledge” (which is based on interpretation, and which can be argued about). Now, when I read books by historians, I can see that they actually offer interpretations, and refer to sources of evidence to back them up. Our teacher has shown us how three different historians wrote quite different accounts of the same event. She explained that these historians could be labelled conservative, liberal and critical respectively.

A major focus of our work has been a research assignment. Our teacher emphasised that we weren’t to just copy sections of library books about the topic. Instead, she provided us with a “key question” that we had to answer in the assignment. As a class, we composed some “focus questions” for the assignment. These are smaller questions that deal with different aspects of the key question. For each key question, we drew up a research page, and wrote notes about primary and secondary sources that we would use to answer the question. Our teacher provided most of the sources (some were photocopies) but we also spent some time in the library, and some of us found some useful documents and illustrations on the internet. Before we started writing the actual assignment, we had to show the teacher our research notes, and then our plan for the assignment. She gave us some lessons on planning, and on how to write good paragraphs with topic sentences. She also showed us how to put direct quotes and indirect references in our paragraphs, and how to list our references in a bibliography. All up, the assignment will be about 800 words.

We’re going to have a class test, out of Category 4. There will be some basic facts and information tests (the teacher calls this “recall”), a mapping exercise, some paragraphs to write about causes and effects, and a concept-matching exercise, in which we have to explain the relationships between concepts.

Quite often, our teacher takes us for lessons that she says are vital to provide background and context for our study. Sometimes, she takes a lecture, and other times we watch a documentary video. We’re constructing a giant timeline around the room, and we each have a timeline, and a list of key names and concepts in our notebooks. She’s also taken some lessons (or bits of lessons) where we’ve discussed the “discipline” of history, which is all about concepts like change, continuity, causation, motive, and about the processes of “doing history” — locating and using sources, making judgments — and about what makes some judgments better than others.

We have a set text, but the teacher says that we must not rely on one book. She says that the set text is good for background information, and for follow-up reading to support our inquiry processes. But she encourages us to remember that the text was written by one person, and to identify the ways in which the text is selective and even value-laden in some of what it says. We’ve learned how important it is to recognise the way writers choose certain words to convey different impressions.

At home, I realise that I now have a better understanding of some of the programs on television and that, even though we are studying peoples who have long disappeared from history, their experiences and lives still have a bearing on how we think today. I also find myself listening critically to the words used by different public figures, and not just accepting what they say at face value.

**Moving right along**

I have been studying Ancient History for a year now and as I reflect over the year I can now see how much I have developed from Year 10 to the end of Year 11. I have come to understand the importance of primary evidence and the need to have a
broader knowledge of the history we are studying.

I have really enjoyed the major assignments in Ancient History — we are not just finding the facts, we are reading widely to investigate a problem or issue. We are given some sources but we are encouraged to find some on our own and then we are really critical of them — How representative are they? Are they relevant? Are they reliable and are there any contradictions among them? This is interesting because we are encouraged to be critical of them but only if we can support what we say with some evidence. At first we just said things like “Well, I don’t think so and so likes so and so” but our teacher wouldn’t let us get away with that — we had to explain what was being said, and why. So far, we have had the opportunity to be a particular historian and, in role, answer the critics, who are other members of the class. To be good at this, you really have to understand who the historian was, what his viewpoint was and why he had this viewpoint. We don’t just do this work in preparation for assignments. More and more we do this as normal class activity, either researching individually or in groups. Up to now, our teacher has been the one picking up the holes in some of our arguments, but some of us are also becoming good at it, especially on those topics that we have looked at in more depth.

I love the arguing. Writing an argument is a little more difficult, but I have learnt to develop my responses logically by dealing with each point in my argument one at a time and by using the evidence to support what I am saying. I have learnt not just to “stick in” the evidence but to introduce it so that it flows pretty easily and to show that I understand what it means by explaining how it relates to my argument. I now understand the importance of these primary sources — after all, we couldn’t write any history if evidence from the time had not survived. Our teacher has become a real stickler for what he calls “the conventions of academic responses”. I am not allowed to use “I” (even though I am expressing my opinion) and I have to ensure I write in proper sentences and paragraphs and that I can spell. Unfortunately, the spell checker often throws up the technical terms — so I have to be careful.

Our teacher has provided us with a guide for locating our sources in our research. We have been warned about the unreliability of some of the internet sites, so now, we have to ask ourselves the same questions we ask about primary evidence when we search online — who wrote this, and why? I suppose we should be doing the same thing for the secondary sources in the library. Some of these books in the library are so old that their authors are probably products of their time and they may not have been able to take into account new evidence and more recent interpretations of history.

Well down the track

I now realise how far I’ve come since I started my senior history studies. In particular, I’m more independent as a student, and have opportunities to use my initiative and my imagination.

I’m just finishing my fourth major assignment in Ancient History (the second one in Year 12) — this one is a category 3 task. We’ve been working on it for nine weeks, and it’s proving a real culmination of my development over the past two years. Three of us formed a group, and chose to investigate a topic we developed ourselves. We decided to compare how ancient sources dealt with Julius Caesar and Alexander the Great. We were responsible for everything — the topic, the research question, the research plan, and the formats in which our research conclusions were expressed. We’ve almost finished our submission — a two-part video program. In the first part we present a narrative account of the topic, using images and graphics interspersed
with us talking to each other about the topic and its historical intricacies. In the second part, each of us takes on the persona of a significant individual and presents a critique of the topic from a chosen standpoint.

Our earlier focus on primary sources has continued, but with some added dimensions. I’m pretty good at evaluating sources for their relevance, reliability and representativeness, but focus also on more complex questions about the reliability of individual sources, and the adequacy of whatever collection of sources I’m using. More and more, I realise that developing an argument in history is more than just amassing lots of primary sources and deciding which case most of them support. I now appreciate the need to decide which sources carry more weight, and the importance of corroboration and conflict among sources.

Our teacher now expects us to take much more responsibility for locating sources for our research. I search the Web a fair bit, although it is a challenge to sift through the online rubbish to find really valuable stuff. I have been to a university library a few times, as well.

For much of this year, we’ve focused on secondary sources more than we did last year. In particular, we’ve studied conflicting and competing interpretations put forward by leading writers in their fields. We’ve explored the reasons for the differences, including the standpoints of the writers, and differences in the ways they’ve supported their claims with evidence. Our teacher organised some sessions with a guest historian, where we discussed how she’d written her latest book. That certainly helped us appreciate the complex and personal ways in which historians develop a particular interpretation and argument. Since then, that historian has kept contact through an e-mail discussion group that we set up through the school’s website.

Reading good secondary sources has certainly helped me with my writing. That’s just as well, as we are now writing in a variety of ways — sometimes a formal academic essay, sometimes creatively. Some people in the class have written editorials, or a chapter for a book. Whatever we do, we are expected to develop our arguments, refer to supporting evidence, and reference our work in a proper academic style.

These days, I find myself using my Ancient History studies to look critically at a range of everyday things, such as some of the “documentaries” I have become interested in, and even news stories, especially when they are about issues such as cultural heritage. As a class we’ve also looked at the ways history is used by people to justify their actions or ideas or strengthen their cases, and the ways they draw very selectively from historians to do that. And I’m appreciating the ways that historical knowledge and critical inquiry skills can be valuable in so many jobs. So, as a future citizen and a future worker, I can see that Ancient History has helped me develop “lifeskills” in the broad sense of the term.

Our teacher has announced that, in our final week, we’ll have a free-for-all debate on “That the set text is a waste of space”. He reckons the debate will reveal a lot about what we’ve learnt from the past two years. I really think I know what he means.
6.4 LEARNING EXPERIENCES AND THE KEY COMPETENCIES

In developing learning experiences, teachers have ample opportunities to incorporate the key competencies, many of which occur naturally in classroom interactions, and in the process of historical inquiry, especially:

- collecting, analysing and organising activities
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise research projects. Both individually and in groups, they will attempt to solve problems associated with their own research tasks, and will propose tentative resolutions to contestable historical issues. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. As part of their learning and classroom experiences, students will have opportunities to employ certain technologies, particularly those relating to the use of computers and the internet.
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 historic period, phenomenon or event that exemplifies the theme. A theme can range in length from around four weeks, to a term or a semester. Over the two-year course of study, a minimum of three themes and four inquiry topics must be selected, and studied for a minimum of eighteen hours each.

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 that are included in Figure 2.

Figure 2: Aspects of inquiry

Table 1 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>
<thead>
<tr>
<th>Aspects of historical inquiry</th>
<th>Sample focus questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>How is this phenomenon defined?</td>
</tr>
<tr>
<td></td>
<td>Are there arguments about the definitions?</td>
</tr>
<tr>
<td></td>
<td>What are the temporal and spatial parameters of this study?</td>
</tr>
<tr>
<td></td>
<td>What is the key question that will guide this inquiry?</td>
</tr>
<tr>
<td>Sources</td>
<td>Who are the major historians and other theorists associated with the study of this phenomenon?</td>
</tr>
<tr>
<td></td>
<td>What primary and secondary sources might be valuable in this study?</td>
</tr>
<tr>
<td></td>
<td>Are there any problems related to the availability or sufficiency of sources?</td>
</tr>
<tr>
<td>Backgrounds, changes and continuities: motives and causes</td>
<td>What is the historical background to this phenomenon?</td>
</tr>
<tr>
<td></td>
<td>What were the causal factors related to this development?</td>
</tr>
<tr>
<td></td>
<td>What were the major developments, changes and continuities associated with this phenomenon?</td>
</tr>
<tr>
<td></td>
<td>What roles did individuals and groups play?</td>
</tr>
<tr>
<td>Effects, interests and arguments</td>
<td>At the time, what were the major effects of this phenomenon on human wellbeing; social, political and economic structures; and environments?</td>
</tr>
<tr>
<td></td>
<td>Who benefited from this historical phenomenon, in both the short and the long term?</td>
</tr>
<tr>
<td></td>
<td>Who was disadvantaged?</td>
</tr>
<tr>
<td></td>
<td>To what extent did the phenomenon produce deep-seated changes to ideas and beliefs (such as the ways people thought about the meaning of human existence, or about preferred forms of social, economic and political organisation, or about preferred forms of relationship between people, and between people and environments)?</td>
</tr>
<tr>
<td></td>
<td>What are the possible and probable effects in the future?</td>
</tr>
<tr>
<td>Reflections and responses</td>
<td>What are you learning about this phenomenon and its historical significance?</td>
</tr>
<tr>
<td></td>
<td>Do you think that this phenomenon was a progressive one historically?</td>
</tr>
<tr>
<td></td>
<td>How could you take this study further, or in a fresh direction?</td>
</tr>
<tr>
<td></td>
<td>What connections can you see between this study and other studies that you have already done or might do?</td>
</tr>
<tr>
<td></td>
<td>How has this study helped your understanding of history as a discipline?</td>
</tr>
<tr>
<td></td>
<td>Could you have gone in a different direction during your research?</td>
</tr>
<tr>
<td></td>
<td>What problems did you encounter in the research, and how did you respond to them?</td>
</tr>
<tr>
<td></td>
<td>Is this study helping you to decide how to live more purposefully, ethically or effectively?</td>
</tr>
</tbody>
</table>

The aspects of inquiry should be related to the inquiry process in section 6.1, Figure 1, as a means by which students can structure their studies of inquiry topics. The inquiry process provides a locus for the aspects and their associated focus questions.

The aspects of the inquiry, and the sample focus questions in the table do not specify the order in which these aspects may be undertaken in the inquiry. For example, issues of definition or of reflections and responses may reappear several times during an inquiry (see figure 2). However, it is possible that the above order could provide a logical sequence for an inquiry.
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.

**Theme 1: Studies of archaeology**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>Through this theme students will understand the nature of archaeological investigations, the developments in archaeological methodology and how these have contributed to our understanding of past societies.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Possible inquiry topics</strong></th>
<th><strong>Possible inquiry topics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• archaeologists such as Schliemann, Carter, Evans, the Leakeys, Johanson, Flood and Mulvaney</td>
<td>• scientific techniques such as dating techniques, forensic pathology and excavation methodology</td>
</tr>
<tr>
<td>• human remains such as bog bodies and mummies</td>
<td>• a topic of your choice</td>
</tr>
<tr>
<td>• specific sites such as Pompeii, Knossos, York and Lake Mungo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Focus questions</strong></th>
<th>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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Definitions</strong></th>
<th>What is archaeology?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the main terms and concepts associated with archaeological studies?</td>
<td>What is the key question that will guide this inquiry?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sources</strong></th>
<th>Which types of primary and secondary sources might be both available and valuable in this study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some problems or issues that might be associated with archaeological sources?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Backgrounds, changes and continuities: motives and causes</strong></th>
<th>Who are the archaeologists who have contributed to the development of archaeology?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What methods have been employed by archaeologists and how have these changed over time?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effects, interests and arguments</strong></th>
<th>How have developments in science and technology influenced archaeology and increased our knowledge and understanding of the past?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What ethical issues have been raised about archaeological practices?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflections and responses</strong></th>
<th>What are you learning about the significance of archaeology in historical investigations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could you take this study further or in a fresh direction?</td>
<td></td>
</tr>
<tr>
<td>How has this study helped your understanding of history as a discipline?</td>
<td></td>
</tr>
<tr>
<td>What connections can you make between this study and others you have already done or might do?</td>
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<tr>
<td>What problems did you encounter in the research, and how did you respond to them?</td>
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<tr>
<td>How might this study clarify your standpoint about the treatment and preservation of archaeological remains, including human remains?</td>
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*Ancient History Senior Syllabus*
Theme 2: Studies of conflict

**Purpose**
Through this theme, students 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.

**Possible inquiry topics**
- Battle of Kadesh
- The Trojan Wars
- The Peloponnesian Wars
- The Persian Wars
- The Amarna Revolution
- Vandals, Goths and Visigoths
- Celtic versus Roman Britain
- Warring states in China
- Conquest of Greece by Philip of Macedon
- The Punic Wars
- Breakdown of the Roman Republic
- The Year of the Four Emperors
- The Crusades
- The road to Athenian democracy
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- 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**
- 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**
- 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**
- What was the end result and short-term effects of this conflict?
- What were the long-term effects of the conflict?
- For how long and in what ways did these effects continue?
- How did these changes impact on individuals and 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**
- Could different responses prior to 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 3: Studies of political structures

**Purpose**
Through this theme students should understand the characteristics of a particular political structure and the significant factors that led to its development and, possibly, its decline.

**Possible inquiry topics**
- Divine kingship in the ancient world, e.g. Egypt, Mesopotamia, China
- Republican government in Rome
- The Principate of Augustus
- Democracy in ancient Athens
- Tyranny in the Greek States
- Oligarchy in Sparta
- The Feudal System in Europe
- The Feudal System in Japan
- The Roman provincial system
- The Han period
- The Gupta period
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
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**
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**
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**
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**
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 4: Studies of the everyday lives of people in ancient societies

**Purpose**
Through this theme, students will understand the way people organised their daily lives, the reasons why some people developed particular lifestyles, the changes that occurred in people's daily lives over time and the differences in daily life between one group of people in a society and another.

**Possible inquiry topics**
- Being born
- Growing up
- Going to school
- Eating and drinking
- Dressing (and adorning the body)
- Housing
- Hygiene and medicine
- Talking and communicating
- Playing and being entertained
- Forming groups
- Family relationships
- Believing
- Working
- Shopping
- Being rich or poor
- Growing older
- Dying
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What is meant by everyday life?
How have historians viewed a study of daily life?
What is the key question that will guide this inquiry?

**Sources**
What kinds of primary sources would be most useful in studying people’s daily lives?
Are there any problems with the availability, sufficiency or relevance of these primary sources?
How has the study of people’s daily lives interested historians in secondary sources?

**Backgrounds, changes and continuities: motives and causes**
What kinds of political, social or economic changes affect people’s daily lives?
What aspects of people’s daily lives have been most affected by these political, social or economic changes?
What features of people’s daily lives are able to resist change?
How have environmental factors impacted on people’s daily lives in the past?

**Effects, interests and arguments**
In what ways were people’s daily lives affected by ideas and beliefs prevalent at the time?
How effectively did people organise their daily lives?
What advantages did particular groups within a society have in developing more comfortable daily lives?
Were particular groups within a society disadvantaged by the lifestyle of others?

**Reflections and responses**
How have historians debated the importance of understanding people's daily lives?
What have you learnt about the historical significance of the daily lives of different groups?
How has this study helped your understanding of history as a discipline?
Did this study help you clarify the way humans cope with the challenges of daily existence?
What other issues have emerged as areas of inquiry in your study of daily lives?
What problems did you encounter in the research, and how did you respond to them?
## Theme 5: Studies of power

### Purpose
Through this theme, students 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.

### Possible inquiry topics
- Divine kingship in the ancient world
- The Principate of Augustus
- Imperial Administration in the Roman Empire
- Qin Shi Huangdi ("First Emperor")
- Aśoka
- Aristocratic governments in the ancient world
- A comparative study of dictatorship in the ancient and modern times
- The military elite in Sparta
- The Gracchi in Rome
- Military commanders of the first century BC in Rome
- The unifying force of the Mauryan Dynasty, India
- A topic of your choice

### Focus questions
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

#### Definitions
- What is meant by the term "power"?
- 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
- 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
- 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 position had been before?
- What were the most effective methods used to gain power over others?
- How was this power maintained?

#### Effects, interests and arguments
- 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
- 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 your understanding of history as a discipline?
- Did this study help you clarify your standpoint about the way 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 6: Studies of funerary practices

<table>
<thead>
<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Through this theme, students should understand how the evidence of funerary practices of ancient cultures reveals much about the beliefs of ancient peoples.</td>
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<thead>
<tr>
<th>Possible inquiry topics</th>
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<tbody>
<tr>
<td>Funerary practices in:</td>
</tr>
<tr>
<td>- Egyptian culture</td>
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<tr>
<td>- Minoan culture</td>
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<tr>
<td>- Mycenaean culture</td>
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<td>- Greek or Roman culture</td>
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<td>- Korean culture — Shilla Dynasty</td>
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<td>- China — the entombed warriors</td>
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<td>- Sumerians — Death Pit at Ur</td>
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<td>- Etruscan culture</td>
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<td>- A topic of your choice</td>
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<tr>
<th>Focus questions</th>
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<tbody>
<tr>
<td>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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.</td>
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<table>
<thead>
<tr>
<th>Definitions</th>
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<tbody>
<tr>
<td>What is meant by the term “funerary practices”?</td>
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<tr>
<td>What is the essential nature of the evidence for funerary practices?</td>
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<tr>
<td>What specific aspect of funerary practices is the focus of this inquiry?</td>
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<tr>
<td>In what places and over what period did these funerary practices occur?</td>
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<tr>
<td>What is the key question that will guide this inquiry?</td>
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<table>
<thead>
<tr>
<th>Sources</th>
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<tbody>
<tr>
<td>What is the evidence for the funerary practices?</td>
</tr>
<tr>
<td>Which primary and secondary sources might be valuable in this study?</td>
</tr>
<tr>
<td>What are the problems related to the availability or quality of these sources?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Backgrounds, changes and continuities: motives and causes</th>
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<tbody>
<tr>
<td>What are the significant features of the funerary practices?</td>
</tr>
<tr>
<td>What were the dominant beliefs and attitudes that determined these funerary practices?</td>
</tr>
<tr>
<td>How do these beliefs and practices reflect the fundamental nature of the culture studied and its environment?</td>
</tr>
<tr>
<td>What factors brought about change in funerary practices?</td>
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<tr>
<td>How does this evidence reflect differences in society — in social class or groupings, over time?</td>
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<table>
<thead>
<tr>
<th>Effects, interests and arguments</th>
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<tbody>
<tr>
<td>Why has this evidence survived?</td>
</tr>
<tr>
<td>Whose interests benefited from these practices?</td>
</tr>
<tr>
<td>How did burial practices change over time?</td>
</tr>
<tr>
<td>How did these changes impact on individuals, groups and society?</td>
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<tr>
<td>Whose interests were not served by these changes?</td>
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<tr>
<th>Reflections and responses</th>
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<tbody>
<tr>
<td>How is a modern response to funerary practices different from the ancient world?</td>
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<tr>
<td>How can these differences be explained?</td>
</tr>
<tr>
<td>What have you learnt about the historical significance of funerary practices?</td>
</tr>
<tr>
<td>Would you like to take this study further or in a fresh direction?</td>
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<tr>
<td>What problems did you encounter in the research, and how did you respond to them?</td>
</tr>
<tr>
<td>How has this study helped your understanding of history as a discipline?</td>
</tr>
<tr>
<td>Did this study help you clarify your attitudes to death or belief?</td>
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Ancient History Senior Syllabus

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Theme 7: Studies of religion

Purpose
Through this theme, students should understand that for many peoples of the ancient world, religion played a significant role not only in their daily lives but also in shaping their significant achievements. An examination of any religion of the ancient world provides insights into the mind and outlook of those who followed it. This inquiry provides students with the opportunity to examine such issues and assess the historical significance of a single religion or specific beliefs held by a particular group of people.

Possible inquiry topics
- Greek religion
- Roman religion
- Celtic religion
- Christianity
- Egyptian religion
- Judaic religion
- Zoroastrianism
- Animism
- Hinduism
- Daoism
- A topic of your choice

Focus questions
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, and will be particularized according to the inquiry topic negotiated with students and the key question that is developed.

Definitions
What is religion?
Which religions or religious beliefs were of particular significance in the lives of a chosen people?
What is the key question that will guide this inquiry?
In any chosen religion, what are the specific terms that hold particular importance?

Sources
What primary and secondary sources might be both available and valuable in this study?
How valuable is scripture or religious text as an historical source for understanding the chosen religion?
What insights are provided by relevant mythology or religious stories?
To what extent do the secondary sources agree or disagree about significant and specific aspects of the religion under investigation?

Backgrounds, changes and continuities: motives and causes
When and where did the religion or beliefs under investigation first emerge?
What is known about the historical, environmental and other factors that played a part in the emergence of these beliefs?
What were or are the central beliefs of the religion under investigation?
To what extent did beliefs and practices remain constant or change over time?

Effects, interests and arguments
Are there specific individuals who played a significant role in shaping or changing the beliefs central to the religion under examination? What was their role? What factors influenced them?
Were there forces, other than specific people, which played a significant role in shaping the beliefs and practices of the religion?
In what fields, and to what extent, did key elements of belief shape the specific practices, history and achievements of the people who held them?
Were there people who opposed or attempted to change or oppress the emergence or existence of the religion? Why? What impact did such opposition or oppression have on the religion and its adherents?

Reflections and responses
Is religion as significant a force in the modern world as it was in the ancient world? If there has been a change, what factors have played a part in this changing significance?
What problems did you encounter in the research, and how did you respond to them?
Why have some religions survived into the modern world and others have disappeared?
How significant is religion in your life and the lives of those with whom you have contact? In what ways is this significance manifested? In what ways is this significance similar to or different from the importance of religion in the ancient world?
Theme 8: Studies of the arts

Purpose
Through this inquiry, students should understand the achievements and developments in the visual and/or performing arts in the ancient world, in one or more culture.

Possible inquiry topics
- Visual arts in the ancient world, e.g. the art, architecture and sculpture and pottery of Ancient Greece, Rome, Egypt, China, Bronze Age Aegean civilisations and Medieval Europe
- Drama and theatre
- A comparative study of visual or performing arts in the ancient and modern worlds
- A topic of your choice

Focus questions
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

Definitions
What are the essential characteristics of visual and performing arts?
What specific aspect of the arts is the focus of this inquiry topic?
In what places and over what periods were these artistic achievements accomplished?
What is the key question that will guide this inquiry?

Sources
Who are the major artistic achievers whose works survive?
What primary and secondary sources might be both available and valuable in a study of the arts?
Are there any problems related to the availability or sufficiency of sources?

Backgrounds, changes and continuities: motives and causes
What are the significant features of the arts?
What were the dominant thoughts and attitudes that shaped the artistic developments?
What factors brought about change in the visual and performing arts?
How does the evidence reflect the nature of society?

Effects, interests and arguments
Are there specific individuals who played a role in the development of the artistic achievements and what factors influenced these individuals?
Did the artistic achievement reflect all groups in the society?
Were environmental factors a contributing factor to the direction of artistic achievements?

Reflections and responses
What aspects of the artistic achievements of the ancient world are reflected in the modern world?
Were the themes of ancient arts peculiar to their time or do they reflect universal issues that are applicable to the human condition in any era?
What have you learnt about the historical significance of the visual and performing arts?
What problems did you encounter in the research, and how did you respond to them?
How has this study helped your understanding of history as a discipline?
Does a study of this topic indicate that there has been progress over time in the way humans express themselves artistically?
**Theme 9: Personalities in history**

**Purpose**
The nature of this theme is to examine the role and evaluate the significance of one or more specific individuals who were important in shaping the experiences, achievements or history of the people whom they led or from whom they emerged. These individuals may be philosophers, artists, reformers, revolutionaries, politicians, kings, queens, religious leaders, soldiers, writers, dramatists — anyone who in some way distinguished themselves, dared to be different, took a stand on an issue about which they felt strongly, or had an impact on the history of their times.

**Possible inquiry topics**
- Hatshepsut
- Cleopatra
- Ramses II
- Sappho
- Aristotle
- Socrates
- Perikles
- Añoka
- Qin Shi Huangdi
- Montezuma
- Boudicca
- Cicero
- Marcus Aureli
- Livia
- Constantine
- A comparison of an ancient and a modern personality
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
Who is the individual under examination? (More than one may be chosen.)
In the specific fields of their achievement, are there particular terms that are of importance?
What is the key question that will guide this inquiry?

**Sources**
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 specific 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**
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**
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**
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 to or of value 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 10: Studies of technologies, innovations and inventions**

**Purpose**
Through this theme, students will understand how people developed technologies to assist them in their daily lives, the innovative ways people used to solve some of the problems they faced and the inventions they developed in a wide range of areas such as building, transport, medicine and warfare. The impact that different technologies have had on people’s lives and their environment, and the relationship between technological developments and people’s responses to the world around them, can be examined.

**Possible Inquiry topics**
- A particular society and its responses to different technological changes, such as the development of a stone architecture in Egypt
- A particular kind of technological change over different societies, for example the changes in the kinds of material used for implements from stone through to different metals
- A specific area such as transport, warfare or medicine
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What are the key terms and concepts that emerge from this theme?
Are there arguments about the definitions?
What is the key question that will guide this inquiry?

**Sources**
What kinds of primary and secondary sources would be most useful and available in this study?
Are there any problems with the availability, sufficiency or relevance of these sources?
How has the study of technology, innovations and inventions in the ancient world interested historians?

**Backgrounds, changes and continuities: motives and causes**
What kinds of situations led to changes in technology?
How did different changes in technology affect people’s lives?
How and why did people in the past resist changes in technology?
How did changes in technology in the ancient world impact on the environment?

**Effects, interests and arguments**
In what ways were technological changes affected by ideas and beliefs prevalent at the time?
How did ancient societies recognise individuals or groups who introduced innovations or inventions?
To what extent did innovations, inventions and technologies benefit individuals or groups?
What individuals or groups within an ancient society were advantaged or disadvantaged by technological changes?

**Reflections and responses**
How have historians debated the importance of investigating technologies of the past?
What are you learning about the historical significance of particular technological changes or innovations or inventions?
How has this study helped your understanding of history as a discipline?
How did this study help you to clarify your standpoint about the way humans deal with technology and its impact on societies?
What problems did you encounter in the research, and how did you respond to them?
How does a study of this topic indicate that there has been progress over time in the way humans develop and share particular inventions or innovations or technological changes?
# Theme 11: Studies of philosophy

## Purpose
Through this theme, students will investigate the nature and influence of different philosophers and philosophies that were influential in the ancient world. This theme provides students with the opportunity to examine individual philosophers or schools of philosophy, or to trace the development of philosophic belief in a particular culture.

## Possible inquiry topics
| Individual philosophers such as Confucius, Lao Tsu, Socrates, Plato, Aristotle, Epicurus, Marcus Aurelius, Augustine | The development of philosophic belief in particular cultures, such as Greece, China or India |
| Schools of philosophy such as Sophistry, Stoicism, Confucianism, Buddhism | A topic of your choice |

## Focus questions
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

### Definitions
- Are there particular individuals whose ideas have shaped the philosophy?
- What are the central elements of belief in the chosen philosophy?
- In any chosen philosophy are there particular terms that are of importance?
- What is the key question that will guide this inquiry?

### Sources
- What primary and secondary sources might be both available and valuable in this study?
- Is primary literary source evidence available, that is, created by the specific philosopher under examination?
- To what extent do the secondary sources agree or disagree about specific and significant aspects of the philosophy?
- Are there any problems related to the availability or nature of sources?

### Backgrounds, changes and continuities: motives and causes
- When, where and in what historic context did the philosopher or philosophy under investigation emerge?
- In what ways does the philosophy reflect something about the historic era from which it emerged or in which it was influential?
- In what ways was the philosopher influenced by other beliefs?
- Did the philosophy change over time? Why/why not?
- Did the philosophy or the significance of the philosopher survive beyond their own lifetimes? Why/why not? How?

### Effects, interests and arguments
- What personal qualities, abilities, beliefs, life experiences or historical forces shaped the philosophy and actions of particular philosophers?
- Were the lives of others affected by their beliefs? How?
- Was there opposition or resistance to the beliefs that were being proposed? From whom? Why? What impact did this opposition have?
- Did any of their contemporaries or people who came later build upon or attempt to dismantle the beliefs in some way? Why? How?
- According to what criteria can the philosopher/s under examination be considered to have had an impact on, or been significant identities of the history of their own or later times?

### Reflections and responses
- What have I learnt about this philosopher or philosophy and their historical influence?
- Do I think that the philosophy was a progressive one historically?
- What connections can I see between this investigation and other studies that I have already undertaken?
- What problems did you encounter in the research, and how did you respond to them?
- Has the study of this philosophy helped me to live more purposefully, ethically or effectively?
Theme 12: A study of pharaonic power in Egypt

**Purpose**
Through this theme, students will come to understand the nature of pharaonic power in the history of Ancient Egypt, including the rise and decline of the pharaohs during the Archaic, Old and Middle Kingdoms, and important historic events of the New Kingdom. Students will also investigate changes and continuities over time, and major aspects of the culture of the above periods.

**Possible inquiry topics**
- Emergence of autocratic pharaohs in the Old Kingdom
- The relationship between the power of the pharaoh and religion
- Disunity of the first intermediate period
- Changing nature of pharaonic power at the end of the Old Kingdom
- Contrasts in pharaonic power between the Old and the Middle Kingdoms.
- The impact of foreign invasion on pharaonic power imperial pharaohs of the New Kingdom
- The Armarna revolution
- The Ptolemaic pharaohs
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What is understood by the terms Archaic, Old, Middle and New Kingdoms?
What are the key terms and concepts that have emerged from this inquiry topic?
What are the time and spatial–geographical parameters of a study of Ancient Egypt?
What is the key question that will guide this inquiry?

**Sources**
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?
Are there particular problems or issues that are associated with sources for Ancient Egypt?

**Backgrounds, changes and continuities: motives and causes**
What were the major developments, changes and continuities associated with the history of pharaonic power in Ancient Egypt?
What roles were played by individuals and groups?
What were the causal factors related to major developments and changes?

**Effects, interests and arguments**
What were the benefits and disadvantages of the dominant social structures for various groups?
Did deep-seated changes to ideas and beliefs occur over time?

**Reflections and responses**
How have attitudes towards the significance of Egypt changed?
How have historians debated the nature of Egyptian history at various times?
What have you learnt about Ancient Egypt and its historical significance?
How has this study helped your understanding of history as a discipline?
What problems did you encounter in the research, and how did you respond to them?
What problems still remain in interpreting the history of Ancient Egypt?
Theme 13: A study of bureaucratic control in China

**Purpose**

Through this theme, students will come to understand the major elements that shaped the development of bureaucracy and administration in China. Students will investigate the extent of changes and continuities over time as they were influenced by bureaucratic control, and the role of the bureaucratic system in maintaining cultural continuity in China.

**Possible inquiry topics**

<table>
<thead>
<tr>
<th>China</th>
<th>Rome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandate of Heaven, Middle Kingdom</td>
<td>Second Golden Age — Han Dynasty and the development of bureaucracy</td>
</tr>
<tr>
<td>Shang Dynasty and the beginning of Chinese civilisation</td>
<td>Contemporary empires — Rome’s relationship with the Han Dynasty</td>
</tr>
<tr>
<td>Warring States period</td>
<td>A topic of your choice</td>
</tr>
<tr>
<td>“First Emperor” — Qin Shi Huangdi</td>
<td></td>
</tr>
<tr>
<td>Golden Age — Confucianism, Mohism, Daoism, Legalism</td>
<td></td>
</tr>
</tbody>
</table>

**Focus questions**

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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**

What are the key terms and concepts that have emerged in this inquiry?

What are the time and spatial–geographical parameters of a study of Ancient China?

What is the key question that will guide this inquiry?

**Sources**

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?

Are there particular problems or issues that are associated with sources for China?

**Backgrounds, changes and continuities: motives and causes**

What were the major features associated with the development of bureaucracy and administration in China?

What changes and continuities occurred over time and in different periods?

What roles did individuals and groups play?

What were the causal factors related to the major developments and changes in the bureaucratic structures?

**Effects, interests and arguments**

Over time, what were the benefits and disadvantages of the development of bureaucratic control for different ruling groups in China?

What was the effect of the development of bureaucratic government on the lives of ordinary people?

Were there resistances to the establishment of bureaucratic control?

Did deep-seated changes to institutions and practices occur over time?

**Reflections and responses**

What are you learning about the nature and significance of the ancient history of China?

How has this study helped your understanding of history as a discipline?

How have historians debated the nature of Chinese history at various times?

What problems did you encounter in the research, and how did you respond to them?

What problems still remain in interpreting the history of China?
### Theme 14: Studies of changing practices in society and government in the Greek world

#### Purpose
Through this theme, students will come to understand aspects of the change and continuity of practices in society and government from the ‘Dark Ages’ through to the fourth century BC. This may be achieved by investigating the contribution of individuals and the significant political, social, cultural and economic forces that shaped the development of cultures in Greece.

#### Possible inquiry topics
- Developments in the Greek world from the collapse of Mycenaean culture through to the colonisation of the Greek world
- The emergence of Greek tyrants
- Changing patterns of government in Greek city-states
- The Persian invasions of, and their impact on, Greece
- The development of Greek democracy in Athens and its impact in the fifth century
- The transformation of the Delian League to the Athenian Empire
- The cause and effect of the Peloponnesian War on the Greek world
- The impact of the supremacy of Macedonia on the Greek world
- The nature and organisation of the Hellenistic Age
- A topic of your choice

#### Focus questions
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What are the key terms and concepts that have emerged from your readings?
- Are there any arguments about the definitions?
- What are the time and regional parameters that affect your study of Ancient Greece?
- What is the significant aspect of the change in Ancient Greece that is the focus of the inquiry?
- What is the key question that will guide this inquiry?

**Sources**
- What sources of evidence are likely to be both available and valuable in this study?
- Are there problems with the availability, relevance and reliability of these sources?
- Are there particular problems or issues concerned with sources for ancient Greece?

**Backgrounds, changes and continuities: motives and causes**
- What were the dominant beliefs or practices before these changes occurred?
- How and why had these dominant beliefs or practices been formed?
- Who held these dominant beliefs or practices and how did this affect individuals and groups?
- What were the causal factors related to the major development and change?
- What roles were played by individuals and groups in bringing about and responding to change?

**Effects, interests and arguments**
- At the time, how did these changes impact on individuals, groups or societies?
- Who benefited and who was disadvantaged by any changes or continuities you have discovered?
- What were the immediate and long-term effects on the future?
- To what extent did this development impact on the future of the individual, group or society?

**Reflections and responses**
- How have historians and others debated the effects and impacts of this change and continuity?
- How has this study helped you to understand history as a discipline?
- What problems did you encounter in the research, and how did you respond to them?
- How has this study helped you to clarify your ideas about how societies change?
Theme 15: A study of political centrism in Rome

**Purpose**
Through this theme, students will understand the development of Roman political institutions from the early city-state phase, with control centred in a small aristocratic minority, to an imperial system with control centred in one man. This study will involve students in inquiring into the characteristics of the early Roman city-state, the expansion into an imperial state and the resulting adjustments and strains placed on existing systems.

**Possible inquiry topics**
- The foundation of Rome
- The characteristics of Rome under the centralised power of a monarch
- The move to a republican system
- The impact of war and expansion on a centralised system
- The emergence of people who challenged the republican system and the breakdown of this system
- The re-centralisation of power under the Augustan Principate
- The increasing autocracy of the imperial system
- The challenges to the central system in the later Empire
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
- What do historians understand by the term political centrism?
- What is understood by the terms “monarchy”, “republic”, “imperial system” and “autocracy”? What is the key question that will guide this inquiry?

**Sources**
- What are the significant primary sources on this issue?
- Are there any problems with the availability, sufficiency or relevance of these primary sources?
- Who are the significant secondary historians whose writings reflect on these issues?

**Backgrounds, changes and continuities: motives and causes**
- How did a monarchy emerge in Rome?
- Why did this system fail to establish itself permanently?
- What changes appeared in the republican system from its inception to its period of dominance?
- What elements of this system continued into the imperial system?
- What changes occurred in the centralisation of power under the emperors?
- Why was this centralisation of control weakened in the latter period of the empire?

**Effects, interests and arguments**
- What were the major social, economic and political effects of the emergence of a republican system and, later, the imperial system?
- Whose interests were served by the centralisation of control in the Republic and the Empire?
- What groups were disadvantaged by this centralisation of power in these periods?
- What effects were there on the different regions of the Empire as a result of the weakening of centralised control?

**Reflections and responses**
- How have historians debated the nature of Roman political institutions?
- What have you learnt about the historical significance of ancient Rome?
- How has this study helped your understanding of history as a discipline?
- Did this study help you clarify your standpoint about the way humans cope with and respond to centralised control?
- What other issues have emerged as areas of inquiry in Roman history from this study?
- What problems did you encounter in the research, and how did you respond to them?
**Theme 16: A study of government and religion in India**

**Purpose**
Through this theme, students will come to understand the major elements that shaped and continue to shape Indian outlook on life and society and how these have developed in the context of India. Students will investigate developments in and interrelationships among forms of government, religious organisation, and the influences of philosophical thought.

**Possible inquiry topics**
- Harappan civilisation — Mohenjo-Daro, Harappa
- Mauryan — developments under Chandragupta
- Buddhism and the Empire under Aśoka
- The influence of religion — Vedas, Jainism, Hinduism and Buddhism
- The Golden Age in India — the Guptas
- Social classes and their religious and philosophical bases
- A comparative approach to forms of government in India
- A comparative approach to religion and philosophy in India
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What are the key terms and concepts that have emerged in this inquiry?
What are the time and spatial–geographical parameters of a study of Ancient India?
What is the key question that will guide this inquiry?

**Sources**
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?
Are there particular problems or issues that are associated with sources for India?

**Backgrounds, changes and continuities: motives and causes**
What were the major features associated with the development of government and religion in India?
What is the extent of the changes and continuities of these features?
What roles did individuals and groups play?
What were the causal factors related to major developments and changes?

**Effects, interests and arguments**
How were political decisions influenced by religious ideals in India?
Why were matters of religion and government so closely interrelated in ancient India?
How did these benefits and disadvantages affect the development of India?
Who benefited most in society as a result of the close relationship between religion and government in India?
Who was disadvantaged by the relationship?
Did deep-seated changes to ideas and beliefs occur over time?

**Reflections and responses**
What are you learning about the nature and significance of the ancient history of India?
How have historians debated the nature of Indian history at various times?
How has this study helped your understanding of history as a discipline?
What problems did you encounter in the research, and how did you respond to them?
What problems still remain in interpreting the history of India?
Theme 17: Studies of Palaeolithic and Neolithic societies

**Purpose**
Through this study, students will come to know and understand the earliest developments of humans in the period referred to as prehistory. This study will involve students in inquiring into the nature of these early developments and those factors that led to the changes and continuities in Palaeolithic cultures through to Neolithic cultures and ultimately, through the transition to civilisation.

**Possible inquiry topics**
- Theories and controversies about development of early humans
- Palaeolithic cultures
- Mesolithic cultures
- Neolithic cultures
- Cave art
- Specific sites such as Jericho, Mungo and Lascaux
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What is meant by the terms “Palaeolithic” and “Neolithic”?  
What is understood by the terms “prehistory”, “Mesolithic”, “culture”, “technology” and “civilisation”?  
What is the key question that will guide this inquiry?

**Sources**
What sources of evidence are likely to be available and valuable in this study?  
What are the problems with availability, relevance, reliability and representativeness of these sources?  
Are there particular problems with sources of evidence for the inquiry topic?

**Backgrounds, changes and continuities: motives and causes**
What are the main geographic sites for this inquiry?  
What are the main features associated with Palaeolithic and Neolithic cultures?  
How does the evidence reflect the nature of these cultures?  
What were the causal factors (for example, climate) for major developments and changes from Palaeolithic societies to Neolithic societies?  
What conditions are necessary for a civilisation?

**Effects, interests and arguments**
What were the immediate and long-term effects of changes within Palaeolithic culture to Neolithic culture?  
How does the concept of time relate to the definitions of Palaeolithic and Neolithic cultures?  
What are the views for the spread of Palaeolithic and Neolithic cultures and how does the evidence support these views?  
How did “civilisation” emerge from the Neolithic cultures?  
What are the views provided by historians for the definition of civilisation?

**Reflections and responses**
In what ways does the available evidence provide insight into the lives and achievements of Palaeolithic and Neolithic societies?  
How have historians and others debated the effects and impacts of change from Palaeolithic culture to Neolithic culture?  
What problems did you encounter in the research, and how did you respond to them?  
How has this study helped you clarify your understanding of how societies change?  
How has this study helped you in your understanding of civilisation?
**Theme 18: The influence of groups in ancient societies**

**Purpose**
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 the society of which the group was part. The range of groups that may be selected for study includes social, economic, political, military and religious. Through this study, students 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.

**Possible inquiry topics**
- The development of the slave economy and its impact on society
- The status of and attitudes towards women in one or more ancient societies
- The growth and influence of merchant classes such as the equites
- The role and power of the priestly class in Egyptian, Mesopotamian, Incan or Aztec civilisations
- The contributions of artisans in ancient societies
- Attitudes towards children in ancient societies
- The role and significance of families
- The role of agricultural workers in ancient society
- The emergence and influence of aristocratic groups in the ancient world
- A topic of your choice

**Sample focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
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**
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**
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**
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**
How is this study helping you to 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?
Theme 19: Continuity and change in Indigenous Australia

**Purpose**
Through this theme, students will consider issues about the nature and interpretation of sources and evidence in a contemporary culture that is also the longest continuously surviving culture in the world. They will have an opportunity to examine in particular the historical concepts of change and continuity as they relate to a living culture with an ancient past. The continuities for Indigenous Australians include cultures, values, beliefs, languages and lifestyles. The changes include the challenges of dislocation, dispersal, loss of land and the struggles to maintain and affirm spiritual and cultural beliefs and practices.

<table>
<thead>
<tr>
<th>Possible inquiry topics</th>
<th>Possible inquiry topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeological records of early Australian history</td>
<td>Technology and Indigenous Australian history</td>
</tr>
<tr>
<td>Explanations of the past — Aboriginal and Torres Strait Islander oral history</td>
<td>Recording ancient Aboriginal or Torres Strait Islander history post-1788 — issues, perspectives and problems</td>
</tr>
<tr>
<td>Art and Aboriginal or Torres Strait Islander history</td>
<td>A topic of your choice</td>
</tr>
</tbody>
</table>

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What are the timeframes for studies of Australian Indigenous history?
What are the terms and concepts that are significant in this inquiry topic?
What is the key question that will guide this inquiry?

**Sources**
What sites and types of evidence are particularly valuable in studies of early periods of Aboriginal and/or Torres Strait Islander history?
Who are the historians and interpreters of Indigenous history, from the Indigenous perspective?
Who has interpreted Aboriginal and Torres Strait Islander sources since 1788, and with what perspectives?
Are there difficulties with establishing and interpreting sources of evidence, for non-Indigenous historians?
Have any changes occurred since 1788 in the interpretation of sources of Indigenous history?
What consultations are possible with Indigenous local communities for this inquiry topic?

**Backgrounds, changes and continuities: motives and causes**
What evidence is there of continuity over time in Aboriginal and/or Torres Strait Islander social, spiritual and material life?
What evidence is there of change and adaptation over time?

**Effects, interests and arguments**
What have been the major debates about who interprets Indigenous Australian history, and how?
Are there issues and perspectives about which Aboriginal and Torres Strait Islander people and non-Indigenous interpreters have agreed, or disagreed?
In what ways has the credibility and completeness of the historical record become significant for Aboriginal and Torres Strait Islander people in contemporary Australia?

**Reflections and responses**
How has this study helped your understanding of history as a discipline?
What are you learning about the significance of the historical record for Aboriginal and Torres Strait Islander people, and for Australia?
What connections can you see between this study and others that you have done or might do?
What problems did you encounter in the research, and how did you respond to them?
What have you learnt about Indigenous culture and beliefs as part of contemporary life of all Australians?
Has this study caused you to re-evaluate your own understandings and interpretations of Indigenous history, and of all Australian history?
## Theme 20: Studies of Europe in transition

### Purpose
Through this theme, students will come to understand aspects of the change and continuity of groups and societies from 500 to 1500 AD in Europe. This may be achieved by investigating the contribution of individuals and the significant political, social, cultural and economic forces that shaped this period known as Medieval Europe.

### Possible inquiry topics
- Internal and external factors leading to the fall of the Roman Empire and their impact on early Europe
- The nature and organisation of the Roman Christian church and its early conflicts
- Attacks on Britain in the wake of the Roman forces and the impact of the Anglo-Saxons and their economic and political organisation
- The development and impact of the Frankish kingdoms
- The Byzantium Empire
- The effects of the Vikings on Europe
- The Norman invasion of Britain
- The Crusades
- The development and organisation of the feudal system
- The role of the Christian church
- The effects of the Black Death
- A topic of your choice

### Focus questions
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

#### Definitions
- What are the key terms and concepts that have emerged from your readings?
- Are there any arguments about the definitions?
- What are the time and regional parameters that affect your study of Europe in transition?
- What is the significant aspect of the change in early Europe that is the focus of the inquiry?
- What is the key question that will guide this inquiry?

#### Sources
- What sources of evidence are likely to be both available and valuable in this study?
- Are there problems with the availability, relevance and reliability of these sources?
- Are there particular problems or issues concerned with sources for this period?

#### Backgrounds, changes and continuities: motives and causes
- What were the dominant beliefs or practices before these changes occurred?
- How and why had these dominant beliefs or practices been formed?
- Who held these dominant beliefs or practices and how did this affect individuals and groups?
- What were the causal factors related to the major development and change?
- What roles were played by individuals and groups in bringing about and responding to change?

#### Effects, interests and arguments
- At the time, how did these changes impact on individuals, groups or societies?
- Who benefited and who was disadvantaged by any changes or continuities you have discovered?
- What were the immediate and long-term effects on the future?
- To what extent did this development impact on the future of the individual, group or society?

#### Reflections and responses
- How have historians and others debated the effects and impact of this change and continuity?
- How has this study helped you to understand history as a discipline?
- What problems did you encounter in the research, and how did you respond to them?
- How has this study helped you to clarify your understanding of how societies change?
**Theme 21: Studies in regional change**

**Purpose**
Through this theme students should understand the distinctive characteristics of a particular region and of the society that developed in this region.

**Possible inquiry topics**
- River Valley civilisations
- Early Mediterranean civilisations
- Eastern European civilisations
- Western Mediterranean civilisations
- South American civilisations
- Central American civilisations
- South-East Asian civilisations
- East Asian civilisations
- Civilisations of the Indian sub-continent
- Civilisations of Western Asia
- A topic of your choice

**Focus questions**
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, and will be particularised according to the inquiry topic negotiated with students and the key question that is developed.

**Definitions**
What is meant by the terms “regional” and “change”?
How might change occur in a region?
What is the key question that will guide this inquiry?

**Sources**
What are the major sources that provide information about changes to the chosen region?
What primary and secondary sources might prove most valuable to this study?
Are there any problems with the availability or sufficiency of sources?

**Backgrounds, changes and continuities: motives and causes**
What are the most important characteristics of the settlement of the region under study before the changes that are the subject of the selected study?
What are the most important factors that allowed changes to these regions?
What were the most important changes to the region at the time under study?
What were the most important features of those who brought about the changes?

**Effects, interests and arguments**
How resistant were others to the changes in the region?
What groups or individuals were most affected by the changes in the region?
What forces operated to end the changes to the region?

**Reflections and responses**
How have historians debated the nature of regional change?
What have you learnt about the historical significance of the changes to the region studied?
Would you like to take this study further or in a different direction?
How has this study helped your understanding of history as a discipline?
How might this study help you make decisions about your own life?
### Theme 22: School-based theme

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school-based theme must be an area of study, from which at least one inquiry topic and its associated key question can be developed. The school-based theme may have as its rationale local issues, specific interests of students and teachers, or availability of specialised or unusual resources within the school or local community. It may combine inquiry topics from different themes, combine aspects of different themes or revisit themes using topics different from those previously selected.</td>
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</tbody>
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<thead>
<tr>
<th>Inquiry topics</th>
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</thead>
<tbody>
<tr>
<td>An inquiry topic is an in-depth study of a specific historical period, phenomenon or event that exemplifies a theme. Inquiry topics should be developed so that a process of historical inquiry is clearly evident (see section 6.1). The inquiry topic must contribute to student development of the understandings and processes described in the general objectives. Section 5.2.1 provides additional advice about the school-based theme.</td>
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<table>
<thead>
<tr>
<th>Sample focus questions</th>
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<tbody>
<tr>
<td>An inquiry topic developed to exemplify this theme must include questions related to each of the aspects listed below. The questions suggested in other themes may be used as a guide, and should be particularised according to the inquiry topic negotiated with students and the key question that is developed.</td>
</tr>
<tr>
<td>- Definitions</td>
</tr>
<tr>
<td>- Sources</td>
</tr>
<tr>
<td>- Backgrounds, changes and continuities: motives and causes</td>
</tr>
<tr>
<td>- Effects, interests and arguments</td>
</tr>
<tr>
<td>- Reflections and responses</td>
</tr>
</tbody>
</table>
The purpose of assessment is to make judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then, both formative and summative, is an integral and continual aspect of a course of study. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so that, by informing practices in teaching and learning, students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques which students will meet later in the course. This provides students with experience in responding to particular types of tasks under appropriate conditions. It is advisable that each assessment technique be used formatively before it is used summatively.

Summative assessment, while also providing feedback to students, parents, and teachers, provides information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment instruments to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

8.1 Underlying Principles of Assessment

The Authority’s policy on assessment requires consideration to be given to the following principles when devising an assessment program. These principles are to be considered together and not individually in the development of an assessment program.

- Exit achievement levels are derived from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Information is gathered through a process of continuous assessment.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Balance of assessment is a balance over the course of study and not necessarily within a semester or between semesters.
Mandatory aspects of the syllabus

Judgment of student achievement at exit from a school course of study must be derived from information gathered about student achievement in those aspects identified in a syllabus as being mandatory. The assessment program, therefore, must include achievement of the general objectives of the syllabus.

For Ancient History, these aspects consist of the general objectives met through the chosen themes and inquiry topics.

Significant aspects of the syllabus

Significant aspects refer to those areas included in the course of study, determined by the choices permitted by the syllabus, and seen as being particular to the context of the school and to the needs of students at that school. These will be determined by the choice of learning experiences appropriate to the location of the school, the local environment and the resources selected.

The significant aspects of the course must reflect the objectives of the syllabus.

Achievement in the significant aspects of the course contributes to determination of students’ levels of achievement.

The assessment of student achievement in the significant aspects of the school course of study must not preclude the assessment of the mandatory aspects of the syllabus.

The significant aspects of the course comprise themes and inquiry topics selected by the school.

Continuous assessment

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It requires a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout the two-year course of study.

Levels of achievement must be arrived at by gathering information through a process of continuous assessment at points in the course of study appropriate to the organisation of the learning experiences. They must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

For Ancient History, this requires judgments about student achievement in terms of stated criteria and standards to be undertaken periodically through the course and recorded on a student profile.

Fullest and latest

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the latest period in which the general objectives are assessed.

Fullest and latest information consists of both the most recent data on developmental aspects together with any previous data that have not been superseded. Decisions
about achievement require both to be considered in determining the student’s level of achievement.

As the assessment program in Ancient History is to be developmental, information on student achievement of the objectives, therefore, should be selectively updated throughout the course. “Fullest” refers to achievement through the selected concepts and chosen themes and inquiry of the course of study. In terms of “latest” it is expected that summative assessment instruments will come from Year 12.

Selective updating

Selective updating is related to the developmental nature of the two-year course of study. It is the process of using later information to supersede earlier information. As the criteria are treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be typical of student achievement. The information should therefore be selectively updated to reflect student achievement more accurately. Selective updating operates within the context of continuous assessment.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for particular students to complete and submit additional tasks. This may provide information for making judgments if achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Balance

Balance of assessment is a balance over the course of study and not necessarily a balance within a semester or between semesters. The assessment program must ensure an appropriate balance over the course of study as a whole.

Within the two-year course for Ancient History it is necessary to establish a suitable balance in the objectives, assessment tasks, conditions and criteria. The criteria are to have equal emphasis across the range of assessment.

8.2 SPECIAL CONSIDERATION

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in the policy statement on special consideration, *Special Consideration: Exemption and special arrangements in senior secondary school-based assessment (30 May 1994)*. This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.
8.3 **EXIT CRITERIA**

The following three criteria must be used when making judgments on student exit levels of achievement.

**Criterion 1: Planning and using an historical research process**

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

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

**Criterion 2: Forming historical knowledge through critical inquiry**

Criterion 2 is about the development of historical knowledge and cognitive skills through critical engagement with historical sources. It involves students in:

- identifying the information that is explicit in sources
- understanding the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analysing what is explicit and implicit in sources, including themes, values and interrelationships within and among sources
- evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and locating value positions, biases, perspectives and standpoints in their historical context
- making decisions about a question or hypothesis: synthesising evidence, reaching a conclusion about a question or hypothesis, and justifying the conclusion.

**Criterion 3: Communicating historical knowledge**

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

- communicating a knowledge and understanding of
  - historical information
  - concepts
    - change and continuity
    - cause and effect
  - events
  - developments
- producing written and non-written responses in appropriate genres
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions, referencing, length, scale and scope of responses.
8.4 EXIT CRITERIA AND THE KEY COMPETENCIES

Direct assessment of and reporting on student levels of achievement in the key competencies is not a requirement of this syllabus. However there are clear links between elements of the key competencies, and the exit criteria and standards, especially:

- Criterion 1 and key competencies 1 (collecting, analysing and organising information) and 3 (planning and organising activities)
- Criterion 2 and key competencies 1 (collecting, analysing and organising information) and 6 (solving problems)
- Criterion 3 and key competency 2 (communicating ideas and information).

8.5 CATEGORIES OF ASSESSMENT TECHNIQUES

Summative assessment in Ancient History will incorporate selections from all of the following four categories of assessment techniques. Each category is described in terms of its characteristics, and the conditions of implementation that apply to it at strategic intervals throughout the two-year course.
### Category 1: Extended written response to historical evidence

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Format</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay under test conditions in which the student gives a response to a question or statement, mainly by reference to sources supplied; the question or statement is not provided before the test (unseen). If the sources are unseen, they should be sufficient to allow students to engage with in a reasonable preparation time, e.g. about four in Year 11, and about six in Year 12. Recommended time limit: 1½–2 hours</td>
<td>Conditions: • all sources provided prior to the test; students may have assistance from teacher with comprehension, interpretation of sources <strong>OR</strong> • some sources provided prior to the test, and some unseen; students may have assistance from teacher with comprehension and interpretation of sources <strong>OR</strong> • all sources unseen. All conditions must be clearly stated on the assessment instrument. Clean copies of sources to be provided for test. No notes allowed for test.</td>
<td>Conditions: • some sources provided prior to the test, and some unseen; no teacher assistance <strong>OR</strong> • all sources unseen. All conditions must be clearly stated on the assessment instrument. Clean copies of sources to be provided for test. No notes allowed for test.</td>
</tr>
</tbody>
</table>

| **2. Criteria**  | All are possible, C2 and C3 most likely. | All are possible, C2 and C3 most likely. |

| **3. Length**    | 500–600 words | 600–800 words |

<table>
<thead>
<tr>
<th><strong>4. Types of sources</strong></th>
<th>Varied, including a visual where possible (e.g. photographs, maps, illustrations)</th>
<th>Varied, including a visual where possible (e.g. photographs, maps, illustrations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• all primary, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• primary and secondary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **5. Relevance of sources** | All relevant | May vary |

| **6. Reliability and representativeness of sources** | May vary | May vary |

| **7. Extent that sources support statement** | Clearly for or against | Contestable — evaluation and application of perspectives must be applied to make judgments. |
## Category 2: Written research tasks

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Format:</strong></td>
<td>Conditions for each format:</td>
<td>Conditions for each format:</td>
</tr>
<tr>
<td>• written assignment, produced as a result of the development of a valid research question and the use of a range of historical sources.</td>
<td>• reflective report on research experience; the report includes contents page, introduction, outline of research strategy, findings to date, tentative conclusions, solved and unsolved problems, strategy for completing research, bibliography or list of references, and research notes</td>
<td>• written assignment: analytical essay, in which a hypothesis is tested or a research question is answered, and conclusions drawn; will include statement and development of hypothesis (if used), full referencing and research notes</td>
</tr>
<tr>
<td>• other written responses based on research, presented in a variety of genres.</td>
<td>• written assignment, in which a hypothesis is tested or research question answered, and conclusions drawn; will include statement and development of hypothesis (if used), full referencing and research notes</td>
<td>• a form of presentation in which results of research are presented in a genre such as an analytical, persuasive or argumentative essay, a formal report, a piece of historical recreation or fiction, or an interview with contextualising essay; presentations to be supported by referencing appropriate to the genre, and research notes.</td>
</tr>
<tr>
<td><strong>2. Criteria</strong></td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td><strong>3. Length</strong></td>
<td>Reflective report on research experience: up to 600 words</td>
<td>Assignment: 1000–1500 words generally, around 2000 words where depth of topic warrants</td>
</tr>
<tr>
<td></td>
<td>Assignment: 800–1000 words — approx 1500 where depth of topic warrants</td>
<td>Other tasks: up to 1500 words</td>
</tr>
<tr>
<td></td>
<td>Other tasks: up to 1000 words</td>
<td></td>
</tr>
<tr>
<td><strong>4. Authentication of research process</strong></td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
</tr>
<tr>
<td><strong>5. Teacher involvement</strong></td>
<td>Consultation and feedback on the research process should be provided judiciously, gradually diminishing with student experience and confidence.</td>
<td>Consultation and feedback on the research process should be provided judiciously, gradually diminishing with student experience and confidence. See 8.5.1.</td>
</tr>
<tr>
<td><strong>6. Origin of research question</strong></td>
<td>Provided by the teachers and/or negotiated</td>
<td>Negotiated; rationale that acknowledges origins of question expected</td>
</tr>
</tbody>
</table>
## Category 3: Multi-modal presentations

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Format. Multi-modal presentations are the outcome of research and may take a wide variety of forms. All multi-modal presentations should be accompanied by a detailed criteria sheet that makes explicit the presentation skills demonstrated. All presentations must be accompanied by authentication of the research process. Presentations should conform to the characteristics of the mode and medium selected.</td>
<td>Possible formats: • a dramatic presentation followed by an out-of-role account and rationale for the script with accompanying key items of evidence • a presentation involving any of the visual and performing arts, e.g. sculpture, dance, artwork or music, with rationale and key items of evidence • a video presentation that is interpretive and interactive • a computer simulation that is interpretive and interactive • non-written assignment: seminar, debate or formal speech; presentations will vary but must include referencing appropriate to the genre, and research notes • any combination, or other as described in section 3, Communicating historical knowledge.</td>
<td>Possible formats: • a dramatic presentation followed by an out-of-role account and rationale for the script with accompanying key items of evidence • a presentation involving any of the visual and performing arts, e.g. sculpture, dance, artwork or music with rationale and key items of evidence • a video presentation that is interpretive and interactive • a computer simulation or website that is interpretive and interactive • non-written assignment: seminar, debate or formal speech; presentations will vary but must include referencing appropriate to the genre, and research notes • any combination, or other as described in section 3, Communicating historical knowledge.</td>
</tr>
<tr>
<td>2. Criteria All are possible. All are possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Authentication of research processes</td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
<td>Selected evidence that may consist of annotated preparation notes in response to issues that emerged during research, teacher observation sheets, research checklists, and/or self/peer assessment</td>
</tr>
<tr>
<td>4. Teacher involvement</td>
<td>Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence.</td>
<td>Consultation and feedback on research process should be provided judiciously, gradually diminishing with student experience and confidence. See 8.5.1.</td>
</tr>
<tr>
<td>5. Origins of presentation concept</td>
<td>Provided by the teachers and/or negotiated</td>
<td>Negotiated; rationale that acknowledges origins of question expected</td>
</tr>
</tbody>
</table>
### Category 4: Additional test formats

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>By monitoring</th>
<th>By verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formats:</td>
<td>Conditions for each format:</td>
<td>Conditions for each format:</td>
</tr>
<tr>
<td>• objective tests</td>
<td>• supervised objective tests</td>
<td>• supervised objective tests</td>
</tr>
<tr>
<td>• short response tests, e.g. items requiring 1–2 line responses or short paragraph responses</td>
<td>• supervised short-response tests</td>
<td>• supervised short-response tests</td>
</tr>
<tr>
<td>• response to stimulus test</td>
<td>• supervised response to stimulus tests:</td>
<td>• supervised response to stimulus tests:</td>
</tr>
<tr>
<td>• essay test</td>
<td>– all sources used are provided before the test; students may have assistance from teacher with comprehension, interpretation of sources OR</td>
<td>– all sources provided prior to the test and some unseen; students may have assistance from teacher with comprehension, interpretation of sources OR</td>
</tr>
<tr>
<td>• other written responses under supervised conditions such as editorials or news articles.</td>
<td>– some sources are provided prior to test, and some unseen; students may have assistance from teacher with comprehension, interpretation of sources OR</td>
<td>– all sources unseen</td>
</tr>
<tr>
<td></td>
<td>• essay testing an unseen question derived from student research; no notes or additional material permitted during test</td>
<td>• essay testing an unseen question derived from student research; no notes or additional material permitted during test</td>
</tr>
<tr>
<td></td>
<td>• an extended written response to an unseen question or task (analytical, persuasive or argumentative); no teacher assistance; no notes or additional material permitted; supervised conditions.</td>
<td>• an extended written response to an unseen question or task (analytical, persuasive or argumentative); no teacher assistance; no notes or additional material permitted during test.</td>
</tr>
<tr>
<td></td>
<td>All conditions must be clearly stated on the assessment instrument. Clean copies of sources to be provided for test.</td>
<td>All conditions must be clearly stated on the assessment instrument. Clean copies of sources to be provided for test.</td>
</tr>
<tr>
<td>2. Criteria</td>
<td>All three are possible. There should be sufficient evidence within a task to support a result in a criterion.</td>
<td>All three are possible, C2 and C3 most likely. There should be sufficient evidence within a task to support a result in a criterion.</td>
</tr>
<tr>
<td>3. Length</td>
<td>Variable, according to nature of task; essays 500–600 words, other written responses about 400 words</td>
<td>Variable, according to nature of task; essays 600–800 words, other written responses about 500 words</td>
</tr>
</tbody>
</table>
8.5.1 Authentication of prepared tasks

Draft of responses for prepared tasks

The processes described in the objectives and criteria of the Ancient History syllabus are developmental. Students should have ample opportunity to consult with and receive feedback about prepared tasks, particularly in Year 11, so that they may develop their understanding of and capacity to use historical processes of inquiry. However, to ensure the increasing independence of learning, it is strongly recommended that the number of drafts of assignments and other prepared tasks that are commented on by teachers decreases substantially between semester 1 in Year 11 and semester 4 in Year 12. By Year 12, effective feedback might concentrate on known difficulties and shortcomings that individual students experience, or teachers might respond to the drafting of a short section of the task. Another approach might entail whole class or small group teaching to highlight and assist with specific difficulties demonstrated in student drafts.

The following guidelines are recommended to ascertain that a prepared response is genuinely that of the student.

- The teacher should monitor the development of the task throughout the process of inquiry.
- The student will maintain and produce appropriate documentation of the development of the response, and include these when submitting the task for assessment.
- The student must acknowledge all sources and resources used.
- The teacher may ask students to demonstrate their understanding of the task during preparation or at the time the response is submitted.

Authentication of references

Text, journal, audio-visual sources: Students must acknowledge all sources in an accepted conventional format, including in-text references and bibliographies.

Electronic sources: Students must acknowledge any sources downloaded or copied from software and websites. The following citation system is recommended:

- author’s name (if known) or publisher’s name
- publishing date
- type of source (e.g. website, CD-ROM) in brackets
- name of article (if any)
- main website address
- date of last page update, with updated written before the date
- publisher, city of publication (and country if city alone may cause confusion).

The following example illustrates the method:

8.6 **Planning an Assessment Program**

At the end of Year 12, judgments are made about how students have achieved in relation to the standards stated in the syllabus for each of the criteria. These summative judgments are based on achievement in each of the general objectives.

When planning an assessment program, schools must consider:
- general objectives (refer to section 3)
- the learning experiences (refer to sections 6 and 7)
- the underlying principles of assessment (refer to section 8.1)
- a variety of assessment techniques and instruments over the two-year course (refer to section 8.5)
- conditions under which the assessment is implemented
- the exit criteria and standards (refer to sections 8.3 and 8.9)
- verification folio requirements, especially the number and the nature of student responses to assessment tasks to be included (refer to section 8.7)
- minimum assessment necessary to reach a valid judgment of the student’s standard of achievement.

Students should be conversant with the assessment techniques and have knowledge of the criteria to be used in assessment instruments.

8.7 **Requirements for Verification Folio**

For purposes of verification in October, schools must submit:
- all summative student work to that point
- proposed exit levels of achievement and the student profile.

To meet these requirements each student folio submitted for verification must contain, from Year 12, at least one assessment task from each category of assessment techniques (that is, at least four assessment instruments), as detailed in section 8.5, one of which must be from semester 4.

By verification, profiles must provide information on assessment of each of the three exit criteria as detailed in table 2. Note that an assessment instrument may assess more than one criterion.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and using an historical research process</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2. Forming historical knowledge through critical inquiry</td>
<td>xx</td>
<td>x</td>
</tr>
<tr>
<td>3. Communicating historical knowledge</td>
<td>xx</td>
<td>x</td>
</tr>
</tbody>
</table>
8.8 **Exit Folios**

At the conclusion of the two-year course of study, the completed student profile must show:
- the three exit criteria
- the assessment plan as implemented by the school
- a method of identifying the assessment used for exit purposes (a tick, circle, highlight etc.)
- achievement standards in each of the exit criteria.

In the period between verification and exit, one or more criteria must be assessed, including criterion 2.

8.9 **Determining Exit Levels of Achievement**

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:
- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

The school must award an exit standard for each of the three criteria, *Planning and using an historical research process*, *Forming historical knowledge through critical inquiry*, and *Communicating historical knowledge*, based on the principles of assessment described in this syllabus. The criteria are derived from the general objectives and are described in section 3. The standards associated with the three exit criteria are described in table 4. When teachers are determining a standard for each criterion, it is not always necessary for the student to have met each descriptor for a particular standard; the standard awarded should be informed by how the qualities of the work match the descriptors overall.

Criteria and standards for each task are to be derived from the exit criteria and standards matrix. The standards descriptors are to be selected so that they are specific to the task. Not all criteria, or all aspects of a criterion may be present in any one task. Across a two-year course, students should be given several opportunities to develop the understandings and processes that are described in each criterion.

Of the seven key competencies, the four that are relevant to assessment in this subject⁵ are embedded in the descriptors in the standards matrix. The descriptors refer mainly to elements of *collecting, analysing and organising information*, (criteria 1 and 2) *communicating ideas and information*, (criterion 3), *planning and organising activities*, (criterion 1), and *solving problems* (criterion 2).

When standards have been determined in each of the four criteria, the following table is used to determine the exit level of achievement, where *A* represents the highest standard and *E* the lowest.

---

⁵ KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology

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Table 3: Minimum requirements for exit levels of achievement

<table>
<thead>
<tr>
<th>VHA</th>
<th>Standard A in any two exit criteria and no less than a B in the remaining criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA</td>
<td>Standard B in any two exit criteria and no less than a C in the remaining criterion</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two exit criteria and no less than a D in the remaining criterion</td>
</tr>
<tr>
<td>LA</td>
<td>Standard D in any two exit criteria</td>
</tr>
<tr>
<td>VLA</td>
<td>Does not meet the requirements for Limited Achievement</td>
</tr>
</tbody>
</table>
Table 4: Standards associated with exit criteria

<table>
<thead>
<tr>
<th>Standard A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Planning and using an historical research process</td>
<td>The student:</td>
</tr>
<tr>
<td>• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions</td>
<td></td>
</tr>
<tr>
<td>• demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives</td>
<td></td>
</tr>
<tr>
<td>• creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of inquiry</td>
<td></td>
</tr>
<tr>
<td>• demonstrates critical reflection during research to make valid choices about direction or emphasis.</td>
<td></td>
</tr>
<tr>
<td>Criterion 2: Forming historical knowledge through critical inquiry</td>
<td>In response to historical questions, the student:</td>
</tr>
<tr>
<td>• uses a diversity of primary and secondary sources to:</td>
<td></td>
</tr>
<tr>
<td>‒ comprehend and apply explicit and implicit meanings</td>
<td></td>
</tr>
<tr>
<td>‒ analyse to identify implicit and explicit patterns of information and categorise evidence</td>
<td></td>
</tr>
<tr>
<td>‒ perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source</td>
<td></td>
</tr>
<tr>
<td>‒ corroborate primary and secondary sources</td>
<td></td>
</tr>
<tr>
<td>• evaluates the relevance, representativeness, likely accuracy and likely reliability of sources</td>
<td></td>
</tr>
<tr>
<td>• synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td></td>
</tr>
<tr>
<td>Criterion 3: Communicating historical knowledge</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:</td>
</tr>
<tr>
<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships amongst them</td>
<td></td>
</tr>
<tr>
<td>• presents coherent, valid historical arguments that:</td>
<td></td>
</tr>
<tr>
<td>‒ incorporate concepts of change and continuity over time</td>
<td></td>
</tr>
<tr>
<td>‒ use extensive vocabulary in a succinct and effective manner</td>
<td></td>
</tr>
<tr>
<td>‒ accord closely with the style and conventions applicable to the format of the task</td>
<td></td>
</tr>
<tr>
<td>‒ refer to evaluation processes without disrupting the argument</td>
<td></td>
</tr>
<tr>
<td>‒ incorporate direct and indirect references to diverse relevant historical evidence</td>
<td></td>
</tr>
<tr>
<td>‒ accurately use the conventions of a recognised system of referencing</td>
<td></td>
</tr>
<tr>
<td>• meets stipulated or negotiated requirements of tasks for length, format or scope of responses.</td>
<td></td>
</tr>
</tbody>
</table>

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### Standard B

**Criterion 1: Planning and using an historical research process**

The student:
- identifies significant issues for investigation and devises historical research questions and appropriate sub-questions
- demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer different perspectives
- creates and maintains systematic, coherent records of research that demonstrate effective applications of the aspects of inquiry
- demonstrates reflection during research and revises the process where necessary.

**Criterion 2: Forming historical knowledge through critical inquiry**

In response to historical questions, the student:
- uses primary and secondary sources to:
  - comprehend explicit and implicit meanings
  - analyse to identify explicit patterns and allocate information to categories
  - 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.

**Criterion 3: Communicating historical knowledge**

On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
- usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people
- presents coherent, credible historical arguments that:
  - refer to the causes and consequences of changes and continuities over time
  - use vocabulary effectively
  - accord for the most part with the style and conventions applicable to the task
  - incorporate direct and indirect reference to relevant historical evidence
  - use appropriate conventions of a recognised system of referencing
- meets stipulated or negotiated requirements of tasks in most instances.
**Standard C**

**Criterion 1: Planning and using an historical research process**

The student:
- devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts
- locates and organises some relevant sources
- maintains a record of research that demonstrates a basic understanding of the aspects of inquiry
- responds to obvious issues that emerge in the research process.

**Criterion 2: Forming historical knowledge through critical inquiry**

In response to historical questions, the student:
- generally uses primary and secondary sources to:
  - comprehend explicit meanings
  - identify simple and familiar concepts, values and motives that are explicit
  - analyse to identify obvious themes or patterns
  - recognise relevant sources
  - detect bias in sources
- refers to mainly secondary sources to make obvious decisions.

**Criterion 3: Communicating historical knowledge**

On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
- communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people
- presents coherent responses that:
  - use some historical concepts
  - incorporate some direct reference to appropriate sources of historical evidence
  - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions
  - use some elements of a recognised system of referencing.
- usually meets stipulated or negotiated requirements of tasks.
### Standard D

**Criterion 1: Planning and using an historical research process**

The student:
- uses closed, factually based historical research questions
- locates some relevant sources
- presents a record of research that demonstrates some of the aspects of inquiry.

**Criterion 2: Forming historical knowledge through critical inquiry**

In response to historical questions, the student:
- generally, when dealing with historical sources
  - identifies basic explicit facts
  - comprehends some of the explicit meaning
  - groups information according to identified classifications
- where decisions are made, supports them mainly with opinions.

**Criterion 3: Communicating historical knowledge**

On balance, across brief written forms, extended prose in test conditions, assignment presentations, and multimodal formats, the student:
- communicates some recalled or selected accurate definitions and historical knowledge
- presents responses to basic historical research questions that:
  - incorporate some reference to sources of historical evidence
  - convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions
  - uses some elements of a recognised system of referencing, with frequent inaccuracies
- usually completes tasks but may not meet all of the stipulated or negotiated requirements.

### Standard E

**Criterion 1: Planning and using an historical research process**

The student:
- usually relies upon others to frame questions
- locates some information in sources provided
- provides fragmented and often irrelevant evidence of research, if any.

**Criterion 2: Forming historical knowledge through critical inquiry**

In response to historical questions, the student:
- includes some information relevant to a factual inquiry
- comprehends some factual detail in a basic historical source
- recognises information with some common characteristics in a basic historical source.

**Criterion 3: Communicating historical knowledge**

On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student:
- communicates some recall or selection of accurate historical knowledge
- presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning
- where tasks are completed, rarely meets stipulated or negotiated requirements.
<table>
<thead>
<tr>
<th>Table 5: Sample student profile</th>
</tr>
</thead>
</table>
| School: _______________________
| Student’s name: ________________   Entry year/Exit year: ___________ / ___________ |
| Semester 1 | Semester 2 | Semester 3 | Semester 4 | Standards |
| Assessment task | Semi- | LOA | LOA | LOA | LOA | Monitoring | Verification | Exit |
| Date | | | | | | | | |
| **Criterion** | | | | | | | | 
| 1. Planning and using an historical research process | | | | | | | | 
| 2. Forming historical knowledge through critical inquiry | | | | | | | | 
| 3. Communicating historical knowledge | | | | | | | | 
| LOA | LOA | LOA | LOA | Exit LOA | | | | 

*Ancient History Senior Syllabus*

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Equity means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers may find the following resources useful for devising an inclusive work program:

The selection of resource material to support a course in senior Ancient History will be governed by the same local factors that determine the nature of the themes, inquiry topics, and particular learning experiences chosen. There may or may not be any single student or teacher resource that can be universally applied to a school’s particular program. Most programs would draw upon a number of the range of resources described below.

**LOCATION**

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

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 through involvement in school programs. These types of links with the community improve the credibility of the course within the community.

**MATERIALS**

**Periodicals, journals and magazines**

Periodical subscriptions represent an excellent way for schools to develop current, comprehensive and relevant source materials for student investigation. The Periodical Centre for Schools, accessible through AccessEd (formerly the Open Access Support Centre, contact details at www.education.qld.gov.au/accessed/) 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 students 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 the respective state history teachers’ associations, newsletters and journals, such as *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.
Newspaper reports

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

Electronic media

There are a large number of commercially available computer packages with application to many of the themes and inquiry topics included in this syllabus. Most commercial companies and publishers send catalogues regularly to schools.

The internet is a valuable tool for students of Ancient History, providing access to sites that specialise in history, or 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, ABC shops, 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 student.

AccessEd (www.education.qld.gov.au/accessed/) has a video library from which schools may borrow. The library also has copying facilities for some documentary and current events programs.

Textbooks

There is an extensive range of textbooks that can be used in a course in senior Ancient History. Because of the variation in themes and inquiry topics that schools may select, the scope of these 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 schools will be those that provide students with access to an extensive range of primary source materials.

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 these resources and visiting speaker lists. Most organisations prefer requests to come from teachers. Requests should relate to specific topics.
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
All historical sources are partial because new perspectives and evidence will always be emerging.

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 the preconceptions, values and methodologies of oneself and 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 an 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.
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