

STRUCTURE AND AIM		OBJECTIVES	SKILLS
<p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</p> <p>The study of Ancient History in Stage 6 enables students to:</p> <ul style="list-style-type: none"> develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world develop a lifelong interest in the study of history prepare for active and informed citizenship in the contemporary world. 		<p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. <p>Outcomes A student:</p> <p>AH11-1 describes the nature of continuity and change in the ancient world AH11-2 proposes ideas about the varying causes and effects of events and developments AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>	<p>Objectives Students:</p> <ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations. <p>Outcomes A student:</p> <p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 discusses and evaluates differing interpretations and representations of the past AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>

Analysis and use of sources		Historical interpretation	Historical investigation and research	Explanation and communication
<ul style="list-style-type: none"> Explain the meaning and value of sources for an historical inquiry (ACH- AH007, ACH- AH009) Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACH- AH101) Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACH- AH008) Identify and analyse problems relating to sources in the investigation of the past (ACH- AH101) 		<ul style="list-style-type: none"> Analyse the extent and nature of continuity and change over time (ACH- AH101) Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACH- AH101) Form judgements about historical significance, recognising that significance may be attributed for different purposes Analyse and evaluate contested interpretations and representations of the past (ACH- AH101, ACH- AH102) 	<ul style="list-style-type: none"> Frame questions to guide historical inquiry and develop a coherent research plan (ACH- AH104) Use evidence from a range of sources to inform investigation and research (ACH- AH005) Acknowledge sources appropriately (ACH- AH105) 	<ul style="list-style-type: none"> Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACH- AH103) Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACH- AH104)

<p>The Nature of Ancient History</p> <p>Students undertake at least ONE option from 'The Nature of Ancient History'.</p> <p>Outcomes A student:</p> <ul style="list-style-type: none"> analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 discusses and evaluates differing interpretations and representations of the past AH11-7 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 discusses contemporary methods and issues involved in the investigation of ancient history AH11-10 	<p>1. The Investigation of Ancient Sites and Sources</p> <ul style="list-style-type: none"> the changing nature of archaeological excavation and recording techniques the contribution of archaeological techniques to the discovery and investigation of the ancient past, including site surveys using radar, excavation, dating methods, forensic examination and DNA analysis (ACH- AH18) problems associated with reconstructing the past through archaeological evidence, for example in relation to understanding ancient customs and religious beliefs the contribution and limitations of ancient texts, inscriptions and iconography to an understanding of the ancient past <p>2. Historical Authentication and Reliability</p> <ul style="list-style-type: none"> problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents, and the reliability of ancient writers who did not witness the events they describe (ACH- AH17) methods of authentication, including scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources (ACH- AH18) ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACH- AH19) the motivations of the perpetrators of fakes and forgeries (ACH- AH102) 	<p>3. The Representation of the Ancient Past</p> <ul style="list-style-type: none"> the representation of the ancient past in the modern world, for example in art, myths and legends, memorials, museums, the media, film, documentaries, multimedia and interactive media the various ways a person, site, society or event from the ancient past has been represented over time, for example by contemporaries of the time and in later times the reasons for the differing representations a critical evaluation of the representations using available sources <p>4. Preservation, Conservation and/or Reconstruction of Ancient Sites</p> <ul style="list-style-type: none"> the nature of the site(s), and the condition and extent of the remains (ACH- AH102) issues of conservation and preservation of the site(s), including factors which threaten the integrity or survival of the ancient site, for example environmental factors, war, deliberate destruction, pillaging, poverty (ACH- AH103) the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site(s), including relevant national or international charters or conventions, for example UNESCO, and international efforts to protect ancient sites of world heritage significance (ACH- AH023) the reconstruction of the ancient site(s), for example to restore a site to its original form, and digital reconstructions (ACH- AH103) 	<p>5. Cultural Heritage and the Role of Museums</p> <ul style="list-style-type: none"> the nature and significance of the cultural property for the society to which it belongs (ACH- AH102) the arguments for and against the return of the cultural property to its original home (ACH- AH102) the nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACH- AH102) the role of museums in acquiring, collecting and storing artefacts/cultural materials (ACH- AH102) the contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACH- AH102) <p>6. The Treatment and Display of Human Remains</p> <ul style="list-style-type: none"> the condition of the human remains and how they were preserved, discovered and/or removed from where they were found (ACH- AH103) the methods and results of scientific analysis (dating of finds and forensic techniques) and modern preservation of the remains (ACH- AH103) the significance of the human remains and other sources, for example writing, for an understanding of the life and times in which they lived, including: <ul style="list-style-type: none"> the social status of individuals (ACH- AH102) the beliefs and practices of the society (ACH- AH102) the health of ancient populations (ACH- AH102) the nature of the environment (ACH- AH102) the ethical issues relevant to the treatment, display and ownership of the remains, for example the use of invasive methods of scientific analysis (ACH- AH103)
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Case studies	List A: Case studies from Egypt, Greece, Rome, Celtic Europe	A3. Dair el-Medina	A4. Alexandria	A5. Thera	A6. Troy	A7. The Roman Games	A8. The Celts	A9. Bouddica
<p>Case studies (EACH CASE STUDY SHOULD BE A MINIMUM OF 10 INCLUSIVE HOURS)</p> <p>Students study at least TWO case studies.</p> <p>ONE case study must be from Egypt, Greece, Rome or Celtic Europe (List A).</p> <p>ONE case study must be from the Near East, Asia, the Americas or Australia (List B).</p> <p>Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</p> <p>Case studies are inquiry-based investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past.</p> <p>Outcomes A student:</p> <ul style="list-style-type: none"> describes the nature of continuity and change in the ancient world AH11-1 proposes ideas about the varying causes and effects of events and developments AH11-2 analyses the role of historical features, individuals and groups in shaping the past AH11-3 accounts for the different perspectives of individuals and groups AH11-4 examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 discusses and evaluates differing interpretations and representations of the past AH11-7 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 	<p>List A: Case studies from Egypt, Greece, Rome, Celtic Europe</p> <p>A1. Old Kingdom Egypt</p> <ul style="list-style-type: none"> representations of Old Kingdom Egypt – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> the location, natural features and resources of Egypt; the capital of Memphis, cemeteries of Saqqara, Giza and Dahshur (ACH- AH105) early excavations and archaeological discoveries the range of sources, including: <ul style="list-style-type: none"> written sources: Namer Palette, the Pyramid Texts – archaeological sources: temples, statues, paintings, architecture of the royal tombs and of the nobility, eg the Giza pyramid complexes of Dynasty IV features of Old Kingdom Egypt as revealed through the sources, including: <ul style="list-style-type: none"> roles and images of the king, the concept of <i>maat</i>, roles of the official class and women (ACH- AH106, ACH- AH107) the significance of the Nile, trade and commerce, industries and employment (ACH- AH105, ACH- AH112, ACH- AH114) Egyptian cuts of hair and Osiris, cultural beliefs and practices, the sciences and literature (ACH- AH141, ACH- AH142) the nature of funerary customs, royal tombs and tombs of the nobility (ACH- AH144) the reasons for the collapse of Old Kingdom Egypt <p>A2. Tutankhamun's Tomb</p> <ul style="list-style-type: none"> representations of Tutankhamun – ancient and/or modern, for example 'Tutankhamun and the 'mummy's curse' the geographical and historical context, including: <ul style="list-style-type: none"> an overview of New Kingdom Egypt, the religious crisis and mystery of the pharaonic line at the time of Tutankhamun discovery and excavation of the tomb by Howard Carter the structure and key features of Tutankhamun's tomb the nature of the human remains found in the tomb (ACH- AH103) burial customs at the time of Tutankhamun as revealed through the sources, including: <ul style="list-style-type: none"> evidence of the funerary beliefs and practices: coffins, artefacts, funeral procession (ACH- AH144) the nature of mummification (ACH- AH142) the limitations of the evidence for Tutankhamun's life and reign the methods and results of scientific analysis/forensic techniques: CT scans and DNA testing, new theories about Tutankhamun's life and causes of death 21st-century archaeology and ethical issues in the preservation and examination of Tutankhamun's remains 	<p>A3. Dair el-Medina</p> <ul style="list-style-type: none"> representations of the ancient Egyptians – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> the location and purpose of Dair el-Medina (ACH- AH164) founders: Amenhotep I and his mother Almosa-Nefertiti work of modern Egyptologists, eg Mariette, Maspero, Schiaparelli, Bruyeres, Cerny the range of sources, including: <ul style="list-style-type: none"> sources discovered at the site: houses, tombs, shrines, ostraca, records (ACH- AH103) everyday life of Dair el-Medina as revealed through the sources, including: <ul style="list-style-type: none"> village workers: social structure, occupations, commerce and trade construction of royal tombs in the Valley of the Kings: Tutmosis III and Seti I, and non-royal tombs: Senedjem, Kha and Merit the workers' strike and tomb robberies (ACH- AH164, ACH- AH101) images of women in the written and archaeological record, and evidence for the role of women everyday life, eg housing and furniture, food, leisure, clothing, jewellery religious beliefs and practices, eg gods and goddesses of New Kingdom Egypt, festivals, magic, amulets, oracles, domestic deity burial beliefs and practices: royal and non-royal tombs: changing structures and decoration, the Book of the Dead, coffins and other tomb contents 	<p>A4. Alexandria</p> <ul style="list-style-type: none"> representations of Alexandria – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> location, topography and town planning; Alexander the Great and the foundation of the city; the city under the Ptolemies; the impact of Rome the condition of the human remains found in the tomb (ACH- AH103) early excavations and underwater archaeological discoveries the nature of the available sources: written records, houses, tombs, shrines, shards architectural features: the Pharos lighthouse, the Temple of Serapis, the Serapeum, palaces and temples, the theatre, gymnasium, theatre and stadium the history of Alexandria as revealed through the sources, including: <ul style="list-style-type: none"> the nature of society, the Greek elite, Egyptians, Jews and other immigrants; privileges and roles of a citizen; the role of the ruler, social control, public entertainment and spectacles the significance of the Mediterranean and the Nile: trade and commerce, industries and employment features of cultural life: Egyptian cuts, beliefs and practices; Hellenised Jews; the Library of Alexandria; educational and philosophical schools; the sciences and literature 	<p>A5. Thera</p> <ul style="list-style-type: none"> representations of Thera – ancient and/or modern (ACH- AH106, ACH- AH107) the geographical and historical context, including: <ul style="list-style-type: none"> the location of Thera/Santorini in relation to mainland Greece and Crete (ACH- AH104) discoveries and excavations at Thera/Santorini: German, Sjostrand, Marinatos, Douras (ACH- AH104) work of modern Egyptologists, eg Mariette, Maspero, Schiaparelli, Bruyeres, Cerny the interpretation of the wall paintings of Akrotiri: the Spring Fresco, the Young Bowers, the Naval Campaign Fresco and the Fisherman Fresco (ACH- AH103) the pottery and architecture of Akrotiri (ACH- AH103) the history of Thera as revealed through the sources, including: <ul style="list-style-type: none"> the significance of the site as a trading or religious settlement (ACH- AH103) features of everyday life at Thera (ACH- AH103) the relationship of Thera to the Minoan civilisation on Crete (ACH- AH103) theories about the role of the eruption at Thera in ending the Minoan civilisation (ACH- AH103) the dating of the Thera eruption and the extent of its impact in the Aegean world (ACH- AH103) 	<p>A6. Troy</p> <ul style="list-style-type: none"> representations of Troy – ancient and/or modern, for example of the destruction of Troy (ACH- AH105, ACH- AH105) the geographical and historical context, including: <ul style="list-style-type: none"> an overview of the Bronze Age world: major cultures and sites, social, economic, political structures (ACH- AH104) the strategic location of Troy the Trojan legend: Greek gods: Homer and the Epic Cycle the Trojan legend: Greek gods: Homer and the Epic Cycle the discovery and excavation of Troy, eg Calvert, Schliemann, Dörpfeld, Blegen, Korfmann and Schliemann's excavations at Troy and Mycenae (ACH- AH105, ACH- AH105) the range of sources, including: <ul style="list-style-type: none"> written sources: Linear B – tablets from Pylos, Homer's Iliad, Euripides' Women of Troy, Hittite diplomatic archive archaeological sources: the layout of the city, fortifications, houses, pottery the history of Troy and the Trojan War as revealed through the sources, including: <ul style="list-style-type: none"> evidence for different layers of Troy in the ancient past (ACH- AH104) the role and status of women: treatment of Helen, fate of Trojan and Greek women, goddesses evidence for Troy and the Trojan War: history or myth, Homer's Iliad, Schliemann – father of archaeology or fraud (ACH- AH103) the legacy of the Trojan War 	<p>A7. The Roman Games</p> <ul style="list-style-type: none"> representations of the Roman games – ancient and/or modern (ACH- AH1061, ACH- AH1062) the geographical and historical context, including: <ul style="list-style-type: none"> the origins of the Roman games (ACH- AH1059) the location of amphitheatres in the Roman world (ACH- AH1059) work of modern Egyptologists, eg Mariette, Maspero, Schiaparelli, Bruyeres, Cerny the interpretation of the wall paintings of Akrotiri: the Spring Fresco, the Young Bowers, the Naval Campaign Fresco and the Fisherman Fresco (ACH- AH103) the pottery and architecture of Akrotiri (ACH- AH103) the history of Thera as revealed through the sources, including: <ul style="list-style-type: none"> the significance of the site as a trading or religious settlement (ACH- AH103) features of everyday life at Thera (ACH- AH103) the relationship of Thera to the Minoan civilisation on Crete (ACH- AH103) theories about the role of the eruption at Thera in ending the Minoan civilisation (ACH- AH103) the dating of the Thera eruption and the extent of its impact in the Aegean world (ACH- AH103) 	<p>A8. The Celts</p> <ul style="list-style-type: none"> representations of the Celts – ancient and/or modern, for example their depiction as barbarians in Roman sources and freedom fighters in British and Gallic tradition (ACH- AH1061) the geographical and historical context, including: <ul style="list-style-type: none"> Ulster (1200–600 BC), Hallstatt (700–500 BC), La Tene (500 BC–AD 100) and the development of Celtic culture (ACH- AH1079) the range of sources, including: <ul style="list-style-type: none"> written sources, eg Appian, Tacitus, Lucan, Ptolemy, Strabo, Livy, Diodorus Siculus (ACH- AH108) archaeological sources, eg human remains, Hochdorf Grave, Maiden Castle, Hairnaberg, Castro de Viladonga (Pai) (ACH- AH108) the nature of Celtic life as revealed through the sources, including: <ul style="list-style-type: none"> the nature of settlement in Celtic Europe, eg the role of hill forts, farming the role and status of women: Druidism, burial sanctuaries and ceremonies (ACH- AH1079, ACH- AH141, ACH- AH142, ACH- AH143, ACH- AH144) everyday life: social organisation, technology, art (ACH- AH1079, ACH- AH1420, ACH- AH130, ACH- AH135) weapons and warfare (ACH- AH125, ACH- AH126) the nature of contact with other peoples, eg Cassivelaunus, Commius, Verriatorix (ACH- AH1079) the decline of the Celts 	<p>A9. Bouddica</p> <ul style="list-style-type: none"> representations of Bouddica – ancient and/or modern (ACH- AH1079, ACH- AH1082) the geographical and historical context, including: <ul style="list-style-type: none"> background of the Celts: tribal organisation of Britain, identification and location of the Iceni (ACH- AH1079) an overview of the Roman conquest of Britain and the nature of Romanisation organisation of Roman Britain: role of governor, role of veterans eg in the towns of Camulodunum, Verulamium, Londinium; imperial cult at Camulodunum the range of sources, including: <ul style="list-style-type: none"> the works of Tacitus and Cassius Dio – reasons for the revolt, Bouddica, Tinovantes and other Celts, descriptions of Bouddica (ACH- AH1082) the nature of the sources relating to Prasutagus and Bouddica archaeological evidence of the revolt Bouddica's conflict with Rome as revealed through the sources, including: <ul style="list-style-type: none"> the nature of the campaign: Celtic fighting methods, Roman weapons and tactics the role of Bouddica and Suetonius Paulinus aftermath of the revolt: results and consequences for the Celts and Romans

List B: Case studies from Australia, Asia, the Near East, the Americas	B1: Ancient Australia	B3: Ashoka	B5: Persepolis	B7: Palmyra and the Silk Road	B9: The Emergence of Early Societies
<p>List B: Case studies from Australia, Asia, the Near East, the Americas</p> <p>B1: Ancient Australia</p> <ul style="list-style-type: none"> representations of ancient Australia, for example origins and its longevity the geographical and historical context, including: <ul style="list-style-type: none"> the scope and diversity of Aboriginal language groups across Australia the geographical context of at least ONE site the range of sources and their condition, including: <ul style="list-style-type: none"> archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains oral history and communication: the knowledge of the custodians of the site ancient Australia as revealed through the sources, including: <ul style="list-style-type: none"> the approximate dating of the archaeological sources through the use of scientific analysis the significance of the site to Aboriginal communities, eg cultural, spiritual the value to our understanding of Australia's ancient past the significance of the site today, including: <ul style="list-style-type: none"> issues relating to conservation and promotion of the site as Australia's heritage principles of Indigenous cultural and intellectual property relevant to the site <p>B2: The Shang Dynasty</p> <ul style="list-style-type: none"> representations of the Shang period in China – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> the rise of the Shang and the geographical extent of the Shang state the range of sources, including: <ul style="list-style-type: none"> oracle bones, royal tombs, bronze artefacts the significance of Anyang: archaeological methods employed at the site, the royal cemetery and discovery of the tomb of Lady Fu Hao the nature of the Shang Dynasty as revealed through the sources, including: <ul style="list-style-type: none"> the structure of the Shang state, including the role of the king and the status of women prominent individuals, including Emperor Wu Ding and Lady Fu Hao the evidence for various aspects of Shang society, eg the system of writing, calendar, bronze technology and craftsmanship, the military, religion including ancestor worship and human sacrifice the reasons for the fall of the Shang dynasty 	<p>B3: Ashoka</p> <ul style="list-style-type: none"> representations of Ashoka – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> an overview of the Mauryan Empire and Chandragupta Maurya: features of the administration, economy and religion (ACH- AH108) written sources: Edicts of Ashoka, Ashokavadana, Mahavamsa archaeological sources: Pillars of Ashoka, The Great Stupa at Sanchi, Lion Capital of Ashoka (Ashokmudra), 80-pillar hypostyle hall at Kumhar the role and status of Ashoka as revealed through the sources, including: <ul style="list-style-type: none"> Ashoka's family background, problems with succession, early reign and expansion of the empire (ACH- AH129, ACH- AH124) the Battle of Kalinga: aims, outcome and impact on Ashoka (ACH- AH124) the impact and spread of Ashoka's pacifism trade and the spread of Buddhism the use of Buddhist sources and the Edicts of Ashoka in reconstructing his life and the question of whether Ashoka converted to Buddhism Ashoka's approaches to religion and administration (ACH- AH124) 	<p>B5: Persepolis</p> <ul style="list-style-type: none"> representations of Persepolis – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> an overview of the Persian Empire from Cyrus the Great to Darius I and early capital cities Ecbatana and Passargadae (ACH- AH104) geographic location of the site of Persepolis (ACH- AH105) the discovery of Persepolis and the nature of archaeological excavation over time the range of sources, including: <ul style="list-style-type: none"> archaeological finds, architectural features and wall reliefs at the site, eg the Apadana, the terrace, the palaces, gatehouse, Hall of the Hundred Columns (Throne Hall), Trivium staircase, Harem and treasury buildings, stone carving, glazed brick panels, Basim (Behistun), inscription of Darius I (ACH- AH177) the history of Persepolis as revealed through the sources, including: <ul style="list-style-type: none"> the layout of the city of Persepolis, the features of the city and their role in everyday life (ACH- AH122, ACH- AH123) design and ornamentation of the Achaemend period (ACH- AH121) the role of Persepolis as a centre of Persian power debate over the role of Alexander the Great in the destruction of Persepolis (ACH- AH106, ACH- AH118) 	<p>B7: Palmyra and the Silk Road</p> <ul style="list-style-type: none"> representations of Palmyra – ancient and/or modern the geographical and historical context, including: <ul style="list-style-type: none"> the location of the site of Palmyra the development of the city from an agricultural village to the hub of the Silk Road the significance of the Silk Road and the nature of trade the range of sources, including: <ul style="list-style-type: none"> archaeological sources, eg the Great Colonnade, the Tariff Court, tombs, Temple of Bel and Baal Shamin, the Theatre, roads, coinage written sources and inscriptions, eg the Palmyrian Tariff the history of Palmyra as revealed through the sources, including: <ul style="list-style-type: none"> Palmyra's role as a caravan city 'on the east-west trade route and meeting place for various cultures economic and cultural exchange in Palmyra, eg the collection of taxes, trade links with India and China the influence of eastern and western traditions on art, architecture and religion in Palmyra, eg Greco-Roman/Hellenistic and central Asian cultures relations between Palmyra and Rome, including the influence of Queen Zenobia the end of Zenobia's reign and the decline of Palmyra 	<p>B9: The Emergence of Early Societies</p> <ul style="list-style-type: none"> representations of the emergence of early settled societies in the ancient world the geographical and historical context, including: <ul style="list-style-type: none"> the question of where, when and why the earliest settled societies developed in various places across the world the evidence for the emergence of early settlement the range of sources, including: <ul style="list-style-type: none"> art, iconography, writing, tools and pottery the nature and limitations of the evidence the emergence of early societies as revealed through the sources, including: <ul style="list-style-type: none"> the Indus Valley Civilisation/Harappan cultures and the sites of Mohenjodaro and Harappa the nature and significance of the evidence the defining characteristics of early societies, eg farming, social classes, writing, religion, rule of law, art and architecture, trade the nature of the early settled societies that appeared in ONE of the following regions: Africa, Asia, Central/South America, Europe 	

<p>Students investigate:</p> <ul style="list-style-type: none"> the chronological and geographical context of the society or societies within the ancient world (ACH- AH104, ACH- AH105) an overview of the key social, economic, religious and political features of the society or societies (ACH- AH106) <p>Outcomes A student:</p> <ul style="list-style-type: none"> describes the nature of continuity and change in the ancient world AH11-1 proposes ideas about the varying causes and effects of events and developments AH11-2 analyses the role of historical features, individuals and groups in shaping the past AH11-3 accounts for the different perspectives of individuals and groups AH11-4 examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 discusses and evaluates differing interpretations and representations of the past AH11-7 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-8 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 <p>Students study at least TWO ancient societies through an investigation of:</p> <ul style="list-style-type: none"> a different key feature for each society, OR one key feature across the societies selected. <p>Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</p> <p>Ancient Societies</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> Egypt Phoenicia Assyria China Israel </td> <td> <ul style="list-style-type: none"> Mycenae Greece Etruscans Carthage Rome </td> <td> <ul style="list-style-type: none"> Celtic Europe India China </td> </tr> </table>	<ul style="list-style-type: none"> Egypt Phoenicia Assyria China Israel 	<ul style="list-style-type: none"> Mycenae Greece Etruscans Carthage Rome 	<ul style="list-style-type: none"> Celtic Europe India China 	<p>Key Feature 1: Women</p> <p>The role and impact of women, including:</p> <ul style="list-style-type: none"> the range of sources available for women and gaps in the evidence the nature of the sources and what they reveal about attitudes towards women (ACH- AH107) depictions of women and men in the historical record, and how they compare (ACH- AH135) the role of women within the family and in the economy (ACH- AH107) the reasons for the status and roles of women in religious and political life (ACH- AH107) the impact and representation of influential women evidence of continuity and/or change <p>Key Feature 2: Slavery</p> <p>The forms of slavery and its significance, including:</p> <ul style="list-style-type: none"> the nature of the sources for enslaved peoples and evidence for the origins of slavery (ACH- AH115) composition of slave groups, occupations of men, women and children, and their treatment (ACH- AH116) the economic importance of slavery (ACH- AH117) attitudes to slavery, the status of slaves and their relationship with masters (ACH- AH118) the extent of slavery and significant events in the history of slavery, for example revolts (ACH- AH119) evidence of continuity and/or change <p>Key Feature 3: Art and Architecture</p> <p>The nature and significance of art and architecture, including:</p> <ul style="list-style-type: none"> the nature of the sources for art and architecture (ACH- AH120) themes and styles of art (ACH- AH121) the main features, materials, purpose and function of various forms of architecture (ACH- AH122) the role and significance of art and architecture, public and private (ACH- AH123) the role of slavery and significant events in art and architecture in the ancient world through trade, the movement of peoples, and conquest (ACH- AH124) evidence of continuity and/or change 	<p>Key Feature 4: Weapons and Warfare</p> <p>The development of weaponry and methods of warfare, including:</p> <ul style="list-style-type: none"> the nature of the sources for weapons and warfare (ACH- AH125) the composition and role of armies and/or navies and changes in forms of weapons and military tactics (ACH- AH126) the life of soldiers, their training and the conditions of service (ACH- AH127) the significance of the military within society (ACH- AH128) the evidence for at least ONE key military encounter, including military strategy the political, economic and social impact of warfare and conquest (ACH- AH129) evidence of continuity and/or change <p>Key Feature 5: Death and Funerary Customs</p> <p>The different beliefs, rituals and funerary practices, including:</p> <ul style="list-style-type: none"> the nature of the sources for beliefs, rituals and funerary practices (ACH- AH140) the key beliefs and rituals (ACH- AH141) the influence and significance of beliefs and rituals (ACH- AH142) attitudes to and beliefs about death, eg the concept of an afterlife (ACH- AH143) funerary practices, for example burial sites, forms of burial, ceremonies, and their relationship to religious beliefs and social status (ACH- AH144) evidence of continuity and/or change <p>Key Feature 6: Power and Image</p> <p>The nature of power and authority, and how it was represented, including:</p> <ul style="list-style-type: none"> the images of authority figures, eg kings, queens, political leaders the images of authority figures as revealed through a range of sources, eg reliefs, sculpture and written accounts the roles of authority figures(s), for example political, military, religious, and how they maintained their power the ruling elite, the nature of their position within society and the importance of the military in political life the reputation, activities and contribution of ONE key authority figure as revealed, for example through their relationships with others, building programs, trade and/or conquest evidence of continuity and/or change 	<p>Key Feature 7: Trade and Cultural Contact</p> <p>The nature of trade and cultural contact, including:</p> <ul style="list-style-type: none"> the range of sources for trade and cultural contact between ancient societies the motivations for trade, the evidence for trade routes (overland and/or maritime) and the types of goods that were traded (ACH- AH112) the impact of trade on society awareness of, and attitudes towards, other cultures the nature and impact of cultural contact between ancient societies, for example art, architecture, beliefs, language, intermarriage evidence of continuity and/or change
<ul style="list-style-type: none"> Egypt Phoenicia Assyria China Israel 	<ul style="list-style-type: none"> Mycenae Greece Etruscans Carthage Rome 	<ul style="list-style-type: none"> Celtic Europe India China 				

HISTORICAL INVESTIGATION (60 HOURS MINIMUM TEACHING TIME)	Outcomes	Content
<p>Students engage in ONE historical investigation through which they further develop their skills.</p> <p>The historical investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</p>	<p>Outcomes A student:</p> <ul style="list-style-type: none"> describes the nature of continuity and change in the ancient world AH11-1 proposes ideas about the varying causes and effects of events and developments AH11-2 analyses the role of historical features, individuals and groups in shaping the past AH11-3 accounts for the different perspectives of individuals and groups AH11-4 examines the significance of historical features, people, places, events and developments of the ancient world AH11-5 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6 discusses and evaluates differing interpretations and representations of the past AH11-7 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-8 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9 discusses contemporary methods and issues involved in the investigation of ancient history AH11-10 	<p>Content</p> <p>The process of historical investigation involves:</p> <ul style="list-style-type: none"> planning and conducting historical investigations using historical concepts formulating historical questions and hypotheses relevant to the investigation locating and interrogating a range of sources identifying different perspectives evident in sources analysing sources for their usefulness and reliability for the question(s) asked developing and/or examining historical interpretations using sources to develop a view about an historical issue selecting and organising relevant information synthesising evidence from a range of sources to develop and support a reasoned historical account or argument using historical concepts and terms appropriately presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT