

Senior Ancient History (General) Learning & Assessment Overview 2021/2022

Year 11				Year 12			
AHS Unit 1 Investigating the ancient world		AHS Unit 2 Personalities in their times		AHS Unit 3 Reconstructing the Ancient World		AHS Unit 4 People, power and authority	
<p>Students will investigate how the ancient past has been represented. Students explore remaining sources and how they have been interpreted. They focus on issues relevant to the investigation of the Ancient World in order to develop the skills of historiography. Students study issues related to evidence, including authentication, preservation, ownership and/or display of material from the Ancient World. Students also investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society. The key conceptual understandings of this unit include: reliability and usefulness of sources; custodianship of the past; interpretations, representations and perspectives; the nature of evidence; continuity and change; cause and effect; significance; empathy; and contestability.</p> <p>Key inquiry questions for this unit:</p> <ul style="list-style-type: none"> • What can archaeological evidence tell us about the lives of ancient peoples? • How do ancient societies reflect the attitudes, beliefs and behaviours of ancient peoples? 		<p>Students will investigate key personalities of the Ancient World in the context of their times. Students examine the social, political and economic institutions in which the personality is positioned and focus on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times.</p> <p>Students consider the attributes that characterise a significant ancient personality and the driving forces behind such individuals. In this unit there is a focus on the key conceptual understandings of: context, reliability and usefulness of sources; perspectives and representation; evidence; continuity and change; cause and effect; significance; empathy; and contestability.</p> <p>Key inquiry questions for this unit:</p> <ul style="list-style-type: none"> • What were the motivations, attributes and achievements of significant ancient personalities? • Are great leaders born, not made? • Do people make history or are they a product of history? 		<p>Students will investigate significant historical periods through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, key events and individuals of a historical period. This unit allows for greater focus on historiography and challenges associated with an interrogation of evidence. Students analyse the usefulness of a wide range of sources and the contribution of research and scholarship to the reconstruction of a historical period. Students develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past. Key conceptual understandings include: usefulness and reliability of sources, perspectives, interpretations and contestability; evidence; continuity and change; cause and effect; significance; and empathy.</p> <p>Key inquiry questions for this unit:</p> <ul style="list-style-type: none"> • How is meaning concerning certain periods of history constructed from historical evidence? • What features, achievements and issues distinguish significant historical periods of Antiquity? 		<p>Students will investigate an ancient society in an important historical period, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict. Students also study an individual who had a significant impact on that society. Students develop an understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual. It examines the key phases by which power and authority are challenged by conflict — causation, course, and consequences — and, through these, the important concepts of historical continuity and change. Other key conceptual understandings include: usefulness and reliability of sources; perspectives, interpretations and contestability; evidence; significance; and empathy.</p> <p>Key inquiry questions for this unit:</p> <ul style="list-style-type: none"> • How was power and authority gained, maintained and challenged in the Ancient World? • How does this understanding inform our modern perspectives on power? 	
Topics		Topics		Topics		Topics	
1. Digging up the past 2. Beliefs, rituals and funerary practices		1. Akhenaten 2. Xerxes		1. 5th Century Athens (BCE) 2. Phillip II & Alexander III of Macedon		1. Roman Civil War and the Breakdown of the Republic 2. Augustus	
Unit Duration		Unit Duration		Unit Duration		Unit Duration	
Yr 11 Weeks 1 - 16 (16 weeks)		Yr 11 Weeks 17 - 34 (16 weeks)		Yr 12 Weeks 1 - 16 (7 weeks)		Yr 12 Weeks 17 - 36 (27 weeks)	
Assessment Task/s		Assessment Task/s		Assessment Task/s		Assessment Task/s	
FIA1 Examination — short responses to historical sources <i>Weighting: 25%</i> <i>Conditions: 2 hrs + 15 mins perusal, short and extended responses</i> <i>Issued: n/a</i> <i>Due: Week 7</i>	FIA2 Investigation — independent source investigation <i>Weighting: 25%</i> <i>Conditions: 4 weeks, 1500-2000 words</i> <i>Issued: Week 12</i> <i>Due: Week 16</i>	FIA3 Investigation — historical essay based on research <i>Weighting: 25%</i> <i>Conditions: 4 weeks, 1500-2000 words</i> <i>Issued: Week 22</i> <i>Due: Week 26</i>	FIA4 Examination — essay in response to historical source <i>Weighting: 25%</i> <i>Conditions: 2 hrs + 15 mins perusal, extended responses</i> <i>Issued: n/a</i> <i>Due: Week 34</i>	IA1 Examination — essay in response to historical sources <i>Weighting: 25%</i> <i>Conditions: 2 hrs + 15 mins perusal, extended responses</i> <i>Issued: n/a</i> <i>Due: Week 7</i>	Investigation — independent source investigation <i>Weighting: 25%</i> <i>Conditions: 4 weeks, 1500-2000 words</i> <i>Issued: Week 9</i> <i>Due: Week 16</i>	IA3 Investigation — historical essay based on research <i>Weighting: 25%</i> <i>Conditions: 4 weeks, 1500-2000 words</i> <i>Issued: Week 11</i> <i>Due: Week 26</i>	EA4 External Examination <i>Weighting: 25%</i> <i>Conditions: 2 hrs + 15 mins perusal, short and extended responses</i> <i>Issued: n/a</i> <i>Due: Week 35</i>