



Government of **Western Australia**  
School Curriculum and Standards Authority

# ANCIENT HISTORY

GENERAL COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Through these inquiries, they learn that historical judgements are provisional and tentative in nature. A study of ancient history also enables students to develop skills in critical thinking and analysis as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. Students are exposed to a variety of historical sources of both a textual and a material nature, such as letters, speeches, buildings, tombs and works of art, in order to determine cause and effect, and the motives and forces influencing people and events. Students use the evidence from sources to formulate and support their own interpretations, and to communicate their findings in a variety of ways.

The Ancient History General course allows students to gain insights into their own society and its values through the study of societies and cultures of the more distant past. These societies vary in size from small city states to vast empires and, in significant cases, are the ancient foundations of modern political, legal, cultural and religious institutions. It helps students to understand why societies and peoples hold certain values, and why values and belief systems vary from one group to another.

## Course outcomes

The Ancient History General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Historical skills

Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history. Students understand that interpretations and perspectives of people and events may change over time.

In achieving this outcome, students use the following:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

### Outcome 2 – Understanding the past

Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative.

In achieving this outcome, students:

- understand that time periods have chronologies with distinctive features, people and events
- understand that a variety of ideas, values and beliefs exist at a particular time in a society and that some are more influential than others
- understand that societies have a range of organisational structures which impact on people and events.

### Outcome 3 – Continuity and change in the ancient world

Students understand the nature of forces, the interaction between forces, and their significance for continuity and change in an historical context.

In achieving this outcome, students:

- understand the nature of the forces in a society that are responsible for continuity and change
- understand how historical forces operate and interact to bring about both continuity and change
- understand that some forces are more significant than others in bringing about continuity and change.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Ancient civilisations and cultures

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

#### Unit 2 – Power in the ancient world

In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

Each unit includes:

- a unit description – a short description of the focus of the unit
- electives – an elective in which the unit content could be taught
- unit content – the content to be taught and learned.

### Organisation of content

The Ancient History General course continues to develop student learning in history through the two interrelated strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

#### Historical Knowledge and Understanding

In order for students to make meaning of the past, they examine a range of ancient historical narratives to develop understandings about the chronology of a time period. They examine the defining characteristics of a society at the start of the period; the key people, ideas and events that were forces for continuity and change during the period; and the effects of continuity and change on a society and/or upon other societies. Through the study of a range of ancient historical narratives, they develop a growing awareness that ancient historical narratives are set within a defined period of time, reflect a particular view of history that may be similar to, or different from, other ancient historical narratives, and that the narratives are supported with evidence.

## Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five skill areas that build on those learned in the Year 7–10 History curriculum, and that continue to be developed in the Year 11 and Year 12 Ancient History General syllabuses. These are chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

## Relationship between the strands

The two strands are interrelated and the content enables integration of the strands in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. The same set of historical skills is included in each of the units to provide a common focus for the teaching and learning content in the Historical Knowledge and Understanding strand.

## Progression from the Year 7–10 curriculum

This syllabus continues to develop student learning in history through the same strands used in the Year 7–10 History curriculum and continues to provide opportunities to study world history in the ancient period. This includes contexts related to Egypt, the Near East, India, China, Mesoamerican societies, Greece and Rome.

This syllabus also continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Ancient History General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is of fundamental importance in the study of ancient history. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient writers, photographs, films, artefacts, sites and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. They analyse and evaluate texts for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view; select and employ text structure; and develop language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to use language effectively to articulate a position.

### Numeracy

Numeracy is useful in the historical inquiry process as it requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps. Students have opportunities to support their views with data, some of which is numerical in nature. They develop

numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to change over time.

### **Information and communication technology capability**

Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence, and to communicate historical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, and the audiences they serve and their goals in, for example, preservation, education, scholarship. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

### **Critical and creative thinking**

Critical and creative thinking is integral to the historical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of historical topics. The demands of historical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

### **Personal and social capability**

Personal and social capability skills are developed and practised in the Ancient History General course by students enhancing their communication skills and participating in teamwork. Students have opportunities to work collaboratively in teams and also independently as part of their learning and research in ancient history. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past, students develop their ability to appreciate the perspectives and experiences of others through the practise of empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the ancient past.

### **Ethical understanding**

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities, both independently and collaboratively, to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

### **Intercultural understanding**

Intercultural understanding is a vital part of historical learning in ancient history. Students acquire knowledge of culturally diverse perspectives and roles and learn how these can change over time. Students develop an understanding of the diverse societies and cultures of the ancient world, and that different ways of life provide a frame of reference for recognising and appreciating intercultural diversity in the contemporary world. They also explore different perspectives, the historical contexts for those perspectives, and the legacies of ancient societies in relation to the contemporary world.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Ancient History General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Aboriginal and Torres Strait Islander histories and cultures priority is addressed in this subject through the opportunity to investigate sites of significance to Aboriginal and Torres Strait Islander Peoples, and to study the peoples of ancient Australia.

### **Asia and Australia's engagement with Asia**

Asia and Australia's engagement with Asia is addressed in the Ancient History General course through opportunities to study India and China in the ancient period through the study of physical remains, the nature of those sources, and the beliefs and practices of Indian and Chinese society. The subject also includes the role of individuals in society, and key developments in particular historical periods of India and China in ancient times.

### **Sustainability**

Sustainability is addressed in the Ancient History General course through opportunities to study the use of technology in ancient times to access resources and control the environment.

# Unit 1 – Ancient civilisations and cultures

## Unit description

In this unit, students investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present. Students are able to trace the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance and religion, through an examination of ancient civilisations.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

#### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

#### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

**Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

**Historical Knowledge and Understanding**

Students study **one** or **two** of the following electives, which are taught with the requisite historical skills described as part of this unit.

The electives studied must not be the same electives as those planned for Year 12 (Unit 3 or Unit 4).

- Ancient Australia and the First Peoples
- Vinca civilisation (Old Europe) c. 5500–c. 4500 BC
- Early Dynastic and Old Kingdom Egypt, Dynasty 0–6 c. 3100–c. 2181 BC
- Minoan and Mycenaean civilisations c. 2700–c. 1150 BC
- Mesopotamian societies (Sumer, Assyria and/or Babylonia) c. 2600–c. 600 BC
- Mesoamerican societies 2000 BC–AD 250 (Olmec, Mayan)
- New Kingdom Egypt, Dynasty 18–20 c. 1550–c. 1069 BC
- Late Bronze Age Greece and Troy c. 1500–c. 1050 BC
- The Celts 800 BC–AD 43
- Classical Greece c. 490–c. 323 BC
- The Qin and Han Dynasties in China 221 BC–AD 220
- Pompeii and Herculaneum and the Roman world 80 BC–AD 79
- Roman Britain 55 BC–c. AD 410
- The Kushan Empire in India and Afghanistan AD 30–c. AD 350
- The Vikings of the Early Medieval period c. AD 790–c. AD 1050

Students investigate the chosen elective(s) using the following framework:

### **Ancient civilisations and cultures**

#### **Chronological and geographical context of the ancient civilisation**

- broad overview of the historical context for the ancient civilisation
- the geographic location, including the nature of the environment and its influence on the ancient civilisation

#### **Features of the ancient civilisation (as applicable)**

- key social structures of the ancient civilisation, including:
  - the main social hierarchies, for example, elites, workers, slaves, ethnic groups and foreigners
  - role and status of women
  - role and treatment of children
- key political structures of the ancient civilisation, including:
  - political organisation, for example, monarchy, tyranny, aristocracy/oligarchy, republic
  - legal structures
- key military structures of the ancient civilisation, including:
  - military organisation, weaponry, tactics
  - role and function of the military
- key economic activities, for example, agriculture, trade, commerce, industry
- key values, beliefs and traditions characteristic of the ancient civilisation, for example, origin stories, religious beliefs, funerary customs
- key features of the culture of the ancient civilisation, for example, art, music, architecture
- key events and developments of the time period
- key people of the ancient civilisation, including mythic figures

#### **Representations of the ancient civilisation**

- representations of the ancient civilisation and the contribution of these to our understanding of the civilisation

## Unit 2 – Power in the ancient world

### Unit description

In this unit, students learn that, in ancient societies, key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society. Students also learn that individuals, groups, and institutions have a variety of types of power, and that power is not distributed evenly throughout the society.

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### Historical Skills

The following skills will be developed during this unit.

##### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

##### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

##### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

##### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

**Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

**Historical Knowledge and Understanding**

Students study **two** or **three** of the following electives, examining how the selected individuals used their power to shape their society, and the way they are viewed by history. The electives are taught with the requisite historical skills described as part of this unit.

- Hatshepsut, Egypt, regnal years c. 1473–c. 1458 BC
- Tuthmosis III, Egypt, regnal years c. 1479–c. 1425 BC
- Akhenaten, Egypt, regnal years c. 1352–c. 1336 BC
- Rameses II, Egypt, regnal years c. 1279–c. 1213 BC
- Sennacherib, Assyria, died c. 681 BC
- Cleisthenes, Athens c. 570–c. 508 BC
- Darius the Great, Persia 549–486 BC
- Xerxes, Persia c. 518–465 BC
- Pericles, Athens 495–429 BC
- Demosthenes, Athens 384–322 BC
- Alexander the Great, Macedonia 356–323 BC
- Ashoka, India c. 304–232 BC
- Hannibal, Carthage 247–c. 182 BC
- Pompey the Great, Rome 106–48 BC
- Julius Caesar, Rome 100–44 BC
- Vercingetorix, Gaul/Celt c. 82–46 BC
- Cleopatra, Egypt, regnal years c. 51–30 BC
- Tiberius, Rome 42 BC–AD 37
- Agrippina the Younger, Rome AD 15–AD 59
- Boudicca, Britain/Celt, died c. AD 61
- Hadrian, Rome AD 76–AD 138
- Cao Cao, China c. AD 155–AD 220

- Liu Bei, China AD 161–AD 223
- Constantine the Great, Roman Empire AD 272–AD 337

Students investigate the chosen electives using the following framework:

#### **Elements of the selected individual's society at the start of the period**

- overview of the broader historical context
- key political, social, religious, cultural, military and economic structures/institutions of the society
- values, beliefs and traditions that are linked to the society
- different kinds of power that exists within the society
- structures and processes of power in the society

#### **Selected individual**

- the background of the selected individual, including:
  - family background
  - key events in their lives
  - significant early influences
- the career of the selected individual, including:
  - change of role or status over time
  - possible motivations for actions
  - methods used to achieve aims
  - relationships with other individuals, groups, structures/institutions; for example, military or religious
  - significant events in their career
  - ways they shaped and/or changed their society
  - the manner and impact of their death
- challenges presented by other individuals, groups and structures/institutions
- motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society
- the legacy of the selected individual, including:
  - assessment of their life and career
  - the ways they shaped and/or changed their society
  - their longer-term impact and legacy

#### **Representations of the key individual**

- depictions of the individual during their lifetime
- interpretations of the individual after their death

#### **Selected individual's effect on continuity and change**

- indicators of continuity and change in the period
- how and why aspects of society change while other aspects remain unchanged

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Ancient History General Year 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

Type of assessment	Weighting
<p><b>Historical inquiry</b></p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher.</p> <p>The final presentation can be: a written report that includes timelines, flow diagrams, photographs; an analysis of sources used in the inquiry; a multimodal presentation that could include a poster, museum display, re-enactment, PowerPoint, video and/or website that can be presented individually or in a group. Typically one historical inquiry is completed for each unit.</p>	20–30%
<p><b>Explanation</b></p> <p>A response in the form of: a short answer or a set of short answers; an extended answer which can be scaffolded or sectionalised essay questions, and can contain timelines, flow diagrams; an oral presentation which can include a debate, hypothetical, group presentation and/or re-enactments for one or more closed or open questions.</p> <p>An explanation can involve: responding to propositions or points of debate; interpretations, explanations and/or evaluations of historical evidence.</p> <p>At least two explanation tasks should be administered under test conditions.</p>	20–30%
<p><b>Source analysis</b></p> <p>A number of sources are interpreted, analysed, synthesised, and/or evaluated. Questions typically require students to use evidence from the sources when commenting on: origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context.</p> <p>The teacher can select the sources and provide the questions, or a student (or group of students) can select a range of sources to respond to questions provided by the teacher.</p> <p>Sources can include:</p> <ul style="list-style-type: none"> <li>• ancient materials           <ul style="list-style-type: none"> <li>▪ written sources (such as: extracts from historical narratives, biographies, constitutional treatises, drama, poetry, contracts, treaties, speeches, letters)</li> <li>▪ archaeological sources (such as: photographs of inscriptions, coins, statues, ostraca, wall paintings, artefacts, buildings, human remains)</li> </ul> </li> <li>• maps and diagrams           <ul style="list-style-type: none"> <li>▪ modern materials</li> <li>▪ written sources (such as: extracts from historical narratives, biographies, historiographical texts)</li> <li>▪ reconstructions</li> <li>▪ maps and diagrams.</li> </ul> </li> </ul> <p>At least two source analysis tasks should be administered under test conditions.</p>	20–30%
<p><b>Test</b></p> <p>Can be conducted during the unit or at the end of each semester and/or unit. Typically a combination of closed and open questions which are elective specific.</p>	20–30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a student/teacher interview, a declaration that all reference material is cited according to the school protocols, a learning journal and/or a research organiser.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Ancient History General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

# Appendix 1 – Grade descriptions Year 11

<b>A</b>	<p><b>Historical skills</b> Selects some relevant ancient and modern sources and assesses for one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations. Responds effectively to key words in research or essay tasks and is mostly accurate in applying evidence and historical understandings from acknowledged sources. Uses appropriate historical terms and concepts and develops a coherent response which is largely narrative.</p>
	<p><b>Historical knowledge and understanding</b> Explains the key social, political, economic, military and religious structures and features of an ancient civilisation or culture. Explains how key individuals have acted as agents for change, using their power to shape their society.</p>
<b>B</b>	<p><b>Historical skills</b> Selects a limited range of relevant ancient and/or modern sources and assesses for one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations. Responds to key words in research or essay tasks, applying limited evidence and historical understandings from acknowledged sources. Uses appropriate historical terms and develops a structured response which is largely narrative.</p>
	<p><b>Historical knowledge and understanding</b> Outlines the key social, political, economic, military and/or religious structures and features of an ancient civilisation or culture. Describes how key individuals have acted as agents for change, using their power to shape their society.</p>
<b>C</b>	<p><b>Historical skills</b> Selects a limited range of ancient and/or modern sources that generally relate to the topic and makes a limited assessment of one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations. Responds to some aspects of research or essay tasks; selects and acknowledges limited sources, and uses little supporting evidence. Recounts most of the major features of the historical narrative, and develops a limited structure for the response.</p>
	<p><b>Historical knowledge and understanding</b> Describes some of the social, political, economic, military and/or religious structures and features of an ancient civilisation or culture. Describes some ways that key individuals have acted as agents for change, using their power to shape society.</p>
<b>D</b>	<p><b>Historical skills</b> Selects ancient and/or modern sources, which may or may not be relevant, from a narrow range. Makes simple statements about one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations. Responds to tasks, but with a limited and/or inaccurate interpretation of the question and source material. Displays a limited knowledge of the historical narrative and structural conventions in responses.</p>
	<p><b>Historical knowledge and understanding</b> Identifies that there are social, political, economic, military and/or religious structures and features of an ancient civilisation or culture. Lists some ways that key individuals have acted as agents for change or how they have used their power.</p>
<b>E</b>	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

<b>Ancient</b>	As defined in this syllabus, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).
<b>Ancient sources</b>	Ancient sources are any written or non-written materials created up to the end of late antiquity (around AD 650) that can be used to investigate the past. Ancient sources include written materials, such as extracts from historical narratives, literary works, biographies, letters; archaeological materials, such as photographs of archaeological sites, inscriptions (epigraphic sources), coins (numismatic sources), tombs, buildings, reliefs and artwork, statues, weapons, tools and artefacts; and maps or diagrams. These sources are analysed by the historian to answer questions about the past. (Sources created between AD 650–1500 may also be important to the study of some ancient societies.)
<b>Cause and effect</b>	Used by historians to identify chains of events and developments over time, short-term and long-term.
<b>Contestability</b>	Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).
<b>Continuity and change</b>	Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts, such as progress and decline may be used to evaluate continuity and change.
<b>Concepts</b>	A concept (in the study of history) refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance).
<b>Empathy</b>	Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
<b>Evidence</b>	In History, evidence is the information obtained from sources that is useful for a particular inquiry (for example, the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct an historical narrative, to support a hypothesis, or to prove or disprove a conclusion.
<b>Historical authentication</b>	A process of verifying the origins of an artefact or object and establishing it as genuine.
<b>Historical inquiry</b>	Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources, and using evidence from sources to develop an informed explanation about the past.
<b>Hypothesis</b>	A tentative statement or proposition that can be tested by asking questions and analysing evidence.
<b>Interpretation</b>	An interpretation is an explanation of the past, for example, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

<b>Modern sources</b>	Modern sources are any written or non-written materials created after the end of the late Middle Ages (around AD 1500) that can be used to investigate the ancient past. These sources are often accounts about the past, that use or refer to ancient sources, and present a particular interpretation. Modern sources include written materials, such as extracts from historical narratives, literary works, biographies, historiographical texts; reconstructions; documentaries; maps; diagrams; and websites. (Sources created between AD 650–1500 may also be important to the study of some ancient societies.)
<b>Perspective</b>	A person's perspective is their point of view; the position from that they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.
<b>Reconstruction</b>	A process of piecing together evidence from sources to develop an understanding or explanation of the past.
<b>Representation</b>	A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.
<b>Significance</b>	The importance that is assigned to particular aspects of the past (for example, events, developments, and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions, such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?
<b>Source</b>	Any written or non-written materials that can be used to investigate the past (for example, coins, letters, tombs, buildings). A source becomes 'evidence' if it is of value to a particular inquiry.
<b>Terms</b>	A word or phrase used to describe abstract aspects or features of the past (for example, imperialism, democracy, republic) and more specific features, such as a pyramid, gladiator, and temple.