



**UNIT OUTLINE**

**Year: 11/12      Accreditation: A**

**Timetable Period: Semester 2 2020**

**Classroom Teacher:** Kelby Pointon

**Executive Teacher:** Leica Burt

<b>Course Title</b>	Ancient History	<b>Course Code:</b>	3298
<b>Semester Unit</b>	Ancient Societies	<b>Unit Value/Code:</b>	1.0/34318
<b>Term Unit (a)</b>	Ancient Societies (a)	<b>Unit Value/Code:</b>	0.5/34319
<b>Term Unit (b)</b>	Ancient Societies (b)	<b>Unit Value/Code:</b>	0.5/343120

**Specific Unit Goals:**

This unit should enable students to:

- describe the significant features of ancient societies and the relationship between them
- describe interpretations of the past differ and change over time
- identify key concepts as part of a historical inquiry including evidence, the reliability of sources, perspectives and interpretations
- use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument

**Content Descriptions:**

**Chronology, terms and concepts**

- identify links between events to understand the nature and significance of causation, change and continuity over time (AHA01)
- demonstrate historical knowledge and understanding by using specific historical terminology and accurate chronology (AHA02)

**Historical questions and research**

- investigate historical issues by reading, viewing and reviewing historical texts (AHA03)
- develop a coherent research plan in response to guided research tasks (AHA04)
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- practise ethical scholarship when conducting research by constructing bibliographies and referencing information (AHA06)

**Analysis and use of sources**

- identify the origin and purpose of historical sources (AHA07)
- interpret evidence from different types of sources to develop and sustain a historical argument (AHA08)
- describe the reliability and usefulness of sources to develop informed judgements that support a historical argument (AHA09)

**Perspectives and interpretations**

- identify and explain different perspectives of individuals and groups in the past when examining historical texts (AHA10)
- identify and explain different historical interpretations and how different historians view the same events differently by reviewing different explanations of the past (AHA11)
- construct reasoned and supported conclusions when reviewing different explanations of the past (AHA12)

**Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (AHA13)
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (AHA14)
- apply appropriate referencing techniques accurately and consistently (AHA15)

### Assessment:

TASK	DUE DATE	WEIGHTING
Research Essay	Week 6, Term 3; 26 <sup>th</sup> August, 11:59pm	30%
Document Study	Week 9, Term 3; During Double	40%
Critical Response	Week 14, Term 4; 5 <sup>th</sup> November, 11:59pm	30%

### SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

### ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Students will be assessed on the degree to which they demonstrate:

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

### ATTENDANCE AND PARTICIPATION

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

#### Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

#### Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students

- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

#### **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

#### **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

#### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Class Teachers:** Kelby Pointon

**Executive Teacher:** Leica Burt

**Date:** July 2020

#### **FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0010/313777/P\\_and\\_P\\_Manual\\_2020\\_V1.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2020_V1.pdf)

Unit Schedule Semester 2 2020: 11/12 Ancient History – Ancient Societies

Week	Dates	Content	General Info	Assessment	Weight	
1	20/7	<p style="text-align: center;">Sparta 700 – 371 BC</p> <ul style="list-style-type: none"> <li>• nature of sources</li> <li>• geographical significance</li> <li>• nature of the environment</li> <li>• political organisation; roles and functions                             <ul style="list-style-type: none"> <li>- significance of the military</li> <li>- political impact of warfare</li> </ul> </li> <li>• social hierarchies; roles and statuses                             <ul style="list-style-type: none"> <li>- education</li> <li>- life of soldiers</li> <li>- social impact of war</li> </ul> </li> <li>• economic activities</li> <li>• economic exchange                             <ul style="list-style-type: none"> <li>- economic impact of war</li> </ul> </li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> <li>• Referencing</li> <li>• Written communication</li> <li>• Exam timing and preparation</li> </ul>				
2	27/7					
3	3/8					
4	10/8					
5	17/8			Moderation Day 20/8		
6	24/8				Research Essay	30%
7	31/8					
8	7/9	<p style="text-align: center;">Persia 559 – 330 BC</p> <ul style="list-style-type: none"> <li>• geographical significance</li> <li>• nature of the environment                             <ul style="list-style-type: none"> <li>- significance of the military</li> <li>- political impact of warfare</li> <li>- key legal structures</li> </ul> </li> <li>• political organisation</li> <li>• social hierarchies; roles and statuses                             <ul style="list-style-type: none"> <li>- toward women</li> <li>- life of soldiers</li> <li>- social impact of war</li> </ul> </li> <li>• importance of the economy</li> </ul>				
9	14/9				Document Study	40%
10	21/9					
<b>Holidays 28<sup>th</sup> September – 11<sup>th</sup> October</b>						
11	12/10	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Perspectives and interpretations</li> <li>• Explanation and communication</li> <li>• Oral presentation skills</li> </ul>				
12	19/10					
13	26/10					
14	2/11					
15	9/11				Critical Response	30%
16	16/11					
17	23/11					
18	30/11					
19	7/12					
20	14/12					

TERM 1

TERM 2

