

# Erindale College

<b>Assessment Period:</b>	<b>2022 S1</b>
<b>Course:</b>	<b>ANCIENT HISTORY</b>
<b>Unit:</b>	<b>Unit 1: Investigating the Ancient World (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>12</b>

## Specific Unit Goals

This unit should enable students to:

- describe the nature of evidence of the ancient past (of a site, event or change, individual or group) and of issues relating to the usefulness of the evidence in constructing representations of that past
- identify key concepts as part of a historical inquiry, including evidence, perspectives and interpretation
- use a range of evidence to support and communicate a historical explanation or argument

## Content Descriptions

### Historical skills

- All the following skills will be studied during this unit. Relevant skills will be emphasised for each topic.

### Chronology, terms and concepts

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

### Historical questions and research

- investigate historical issues by reading, viewing and reviewing historical texts
- develop a coherent research plan in response to guided research tasks
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research by constructing bibliographies and referencing information

### Analysis and use of sources

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

### Perspectives and interpretations

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

### 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

## Assessment Tasks

Name	Due Date	Weighting
Task 1	Week 6: 7 March - 7 March	25%
Task 2	Week 9: 28 March - 28 March	25%
Task 3	Week 15: 24 May - 25 May	25%
Task 4	Exam Week: 15 June - 17 June	25%

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

## Achievement Standards for ANCIENT HISTORY A - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>• analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures</li> <li>• analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society</li> <li>• analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>• analyses and evaluates processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>• explains histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>• explains the significance of ideas, events, texts, or people with the use of a range of evidence to draw reasoned conclusions, or predict possible futures</li> <li>• explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society</li> <li>• explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>• analyses processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>• describes histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>• describes the significance of ideas, events, texts, or people with the use of evidence to draw conclusions, or predict possible futures</li> <li>• describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society</li> <li>• describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>• explains processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>• describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</li> <li>• describes ideas, events, texts, or people with some reference to significance, and accurate use of evidence</li> <li>• identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society</li> <li>• describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>• describes processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</li> <li>• identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</li> <li>• identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society</li> <li>• identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>• identifies processes of change with little to no reference to our world and our place in the world</li> </ul>

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>• applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences</li> <li>• analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>• applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences</li> <li>• explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</li> <li>• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences</li> <li>• describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences</li> <li>• uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>• communicates ideas and arguments in modes using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>• applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects with little or no thought on own learning or the significance of Humanities and Social Sciences</li> <li>• identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>• communicates basic ideas and arguments in modes using minimal evidence, language or referencing</li> </ul>