

UNIT OUTLINE

Year: 11/12 Accreditation: A

Timetable Period: Semester 1, 2021

Classroom Teacher: Tiana Liddell

Executive Teacher: Andraya Stapp-Gaunt, Jane Watson

Course Title	Ancient History	Course Code:	3298
Semester Unit	People, Power & Authority	Unit Value/Code:	1/34321
Term Unit (a)	People, Power & Authority (a)	Unit Value/Code:	0.5 / 34322
Term Unit (b)	People, Power & Authority (b)	Unit Value/Code:	0.5 / 34323

Specific Unit Goals:

The **PEOPLE, POWER & AUTHORITY** unit will allow you to:

- describe change and continuity within the historical period
- describe changes in power and authority and the role and impact of a significant individual on society
- identify key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives and interpretations
- recount interpretations and communicate historical argument using a range of evidence.

Content Summary:

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (AHT01)
- 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)
- identify, locate and organise relevant information from a range of primary and secondary sources (AHA05)
- 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 (AHT07)
- 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
Task 1 (Annotated Bibliography)	Week 5 4 th March, 2021	25%
Task 2 (Research Essay)	Week 9 30 th March, 2021	25%
Task 3 (Document Study)	Week 15 10 th August, 2021	25%
Task 4 (Unit Test)	Exam Week TBA	25%

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

Assessment Criteria

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

- knowledge and understanding
- skills.

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 Work

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- 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.
- 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 penalty of 35% or the notional zero is reached. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- 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.

It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.

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.

For more information please use: http://www.bsss.act.edu.au/_data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf

For more information: <http://www.bsss.act.edu.au/home>

Executive Teacher: Andraya Stapp-Gaunt, Jane Watson

Class Teachers: Tiana Liddell

February, 2021

Achievement Standards Humanities and Social Sciences A Course Year 11

	<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>
Knowledge and Understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing

	<ul style="list-style-type: none"> reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> reflects on own thinking and learning and the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> reflects on own learning with little or no reference to the significance of Humanities and Social Sciences
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Achievement Standards Humanities and Social Sciences A Course 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>
Knowledge and understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures 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 analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses and evaluates processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures 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 explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures to understand individual and collective behaviour describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures 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 describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts explains processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impacts with some use of evidence 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 describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts describes processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence 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 identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts identifies processes of change with little to no reference to our world and our place in the world
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect reflects with little or no thought on own learning or the significance of Humanities and Social Sciences identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making

	<ul style="list-style-type: none"> communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> communicates ideas and arguments in modes using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> communicates basic ideas and arguments in modes using minimal evidence, language or referencing
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Unit Schedule Semester 1 – Ancient History, Unit 3: People, Power & Authority

Week	Dates	Content	General Info	Assessment	Weight	
1		<ul style="list-style-type: none"> Introduction to the Unit and topics Unpacking the conceptual understandings 				T E R M 1 : P e r s i a
2		<ul style="list-style-type: none"> The historical and geographical context, including Persian origins, neighbouring countries The nature of power and authority at the beginning of the period, including the social and political structure of Persian society, religion; the role of the priesthood and the nature of ritual, the economy and the military 				
3						
4						
5			<ul style="list-style-type: none"> The reasons for the establishment of the Achaemenid dynasty under Cyrus II and its consolidation under Cambyses, Darius and Xerxes 		Task 1	
6		<ul style="list-style-type: none"> Issues related to dynastic succession, the iconography of Achaemenid kingship, and the role and importance of the bureaucracy (arstibara, vacabara, hazarapatish) The nature and importance of the imperial administration, including the role of the king, the military, the satrapy system, legal structures and laws; taxation; the development of coinage, weights and measures; the importance of communication and transport, for example the Royal Road; and the role of foreign workers, crafts and industry in Achaemenid building programs The nature and extent of imperial expansion, warfare, conquest and diplomacy, including the suppression of revolts for example in Babylon and Egypt, the invasions of Greece and the nature of Persian imperialism The importance of building programs as expressions of power, and the achievements of the Achaemenid dynasty in art and architecture; the royal capitals at Pasargadae, Susa, and Persepolis The impact of the religious policies of Persian kings within Persia and the empire, including Bel-Marduk, Hebrew beliefs and Egyptian gods The status of conquered powers within the empire and treatment of subject peoples, including Babylonians, Egyptians and Jews Reasons for the decline and collapse of the Persian Empire including Alexander the Great's invasion and the death of Darius III 	Canberra Day 8/3			
7						
8						
9				Good Friday 2/4	Task 2	
11		<p>Their background and rise to prominence, including:</p> <ul style="list-style-type: none"> family background and status key events in their rise to prominence significant influences on early development 				T E R M 2 : I n d i v i d u
12		<p>The career of the individual, including:</p> <ul style="list-style-type: none"> change of role, position, status over time possible motivations for actions methods used to achieve aims relationships with groups and other individuals significant events in the career of the individual manner and impact of death <p>The impact and legacy of the individual, including:</p> <ul style="list-style-type: none"> assessment of their life and career 	ANZAC Day 26/4			
13						
14						

		<ul style="list-style-type: none"> the influence of the individual on their time their longer-term impact and legacy. 				a l H i s t o r i c a l F i g u r e S t u d y (T B A)
15		Changing perspectives and interpretations of the individual, including: <ul style="list-style-type: none"> depictions of the individual during their lifetime judgments of the individual by other individuals and groups during their lifetime interpretations of the individual after their death (for example, in writings, images, films). 		Task 3	25%	
16						
17						
18		EXAM WEEK		Task 4	25%	
19						
20						