

UNIT OUTLINE

Year: 11/12      Accreditation: T

Timetable Period: Semester 1, 2021

Classroom Teacher: Tiana Liddell

Executive Teacher: Andraya Stapp-Gaunt, Jane Watson

Course Title	Ancient History	Course Code:	3074
Semester Unit	People, Power & Authority	Unit Value/Code:	1/ 30541
Term Unit (a)	People, Power & Authority (a)	Unit Value/Code:	0.5 / 30545
Term Unit (b)	People, Power & Authority (b)	Unit Value/Code:	0.5 / 30546

**Specific Unit Goals:**

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

- understand the nature and extent of change and continuity within the historical period
- understand developments in power and authority over time and the role and impact of a significant individual on society
- apply key concepts as part of a historical inquiry, including evidence, cause and effect, change and continuity, perspectives, interpretations and contestability
- analyse and evaluate 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)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (AHT02)

Historical questions and research

- Formulate, test and modify propositions to investigate historical issues (AHT03)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (AHT04)
- Identify, locate and organise relevant information from a range of primary and secondary sources (AHT05)
- Practise ethical scholarship when conducting research (AHT06)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (AHT07)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (AHT08)
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (AHT09)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (AHT10)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (AHT11)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (AHT12)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (AHT13)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (AHT14)
- Apply appropriate referencing techniques accurately and consistently (AHT15)

## Assessment:

TASK	DUE DATE	WEIGHTING
Task 1 (Annotated Bibliography)	Week 5 4 <sup>th</sup> March, 2021	25%
Task 2 (Research Essay)	Week 9 30 <sup>th</sup> March, 2021	25%
Task 3 (Document Study)	Week 15 10 <sup>th</sup> 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 Assessment Items

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.

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.

For more information please use: [http://www.bsos.uct.ac.za/\\_data/assets/pdf\\_file/0016/313900/Your\\_Rights\\_to\\_appeal\\_2017.pdf](http://www.bsos.uct.ac.za/_data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2017.pdf)

**For more information:** <http://www.bsos.uct.ac.za/home>

**Executive Teacher:** Andraya Stapp-Gaunt, Jane Watson

**Class Teachers:** Tiana Liddell

February, 2021



## Achievement Standards Humanities and Social Sciences T 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>
<b>Knownledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>critically analyses processes of change to understand our world and our place in the world</li> <li>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context</li> </ul>	<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 of issues/events with the use of evidence</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>analyses processes of change to understand our world and our place in the world</li> <li>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context</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 issues/events with the use of evidence</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>explains processes of change to understand our world and our place in the world</li> <li>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour</li> <li>describes issues/events and identifies its significance with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes processes of change to understand our world and our place in the world</li> <li>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context</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 issues/events with little to no reference to its significance and minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies processes of change with little to no reference to our world and our place in the world</li> <li>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex 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>synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments using relevant evidence,</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a complex 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>analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments 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 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>explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments applicably 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 some analysis of 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>describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence</li> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language and accurate referencing</li> </ul>

	<p>appropriate language and accurate referencing</p> <ul style="list-style-type: none"> <li>reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good</li> </ul>
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### Achievement Standards Humanities and Social Sciences T 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>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society</li> <li>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</li> <li>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul>	<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 of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society</li> <li>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</li> <li>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</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 issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society</li> <li>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</li> <li>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</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 issues/events and identifies their significance and impact with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society</li> <li>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</li> <li>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical contexts</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 issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society</li> <li>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</li> <li>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</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 in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities</li> </ul>	<ul style="list-style-type: none"> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</li> </ul>

	<p>Humanities and Social Sciences to generate knowledge in the public good</p> <ul style="list-style-type: none"> <li>● synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>● communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<p>Sciences to generate knowledge in the public good</p> <ul style="list-style-type: none"> <li>● analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>● communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<p>and Social Sciences to generate knowledge in the public good</p> <ul style="list-style-type: none"> <li>● explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>● communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>● describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>● communicates ideas in modes and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>● identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>● communicates basic ideas in modes and arguments using minimal evidence, language and referencing</li> </ul>
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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"> <li>Introduction to the Unit and topics</li> <li>Unpacking the conceptual understandings</li> </ul>				T E R M 1 : P e r s i a
2		<ul style="list-style-type: none"> <li>The historical and geographical context, including Persian origins, neighbouring countries</li> <li>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</li> </ul>				
3						
4						
5			<ul style="list-style-type: none"> <li>The reasons for the establishment of the Achaemenid dynasty under Cyrus II and its consolidation under Cambyses, Darius and Xerxes</li> </ul>		Task 1	
6		<ul style="list-style-type: none"> <li>Issues related to dynastic succession, the iconography of Achaemenid kingship, and the role and importance of the bureaucracy (arstibara, vacabara, hazarapatish)</li> <li>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</li> <li>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</li> <li>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</li> <li>The impact of the religious policies of Persian kings within Persia and the empire, including Bel-Marduk, Hebrew beliefs and Egyptian gods</li> <li>The status of conquered powers within the empire and treatment of subject peoples, including Babylonians, Egyptians and Jews</li> <li>Reasons for the decline and collapse of the Persian Empire including Alexander the Great's invasion and the death of Darius III</li> </ul>	Canberra Day 8/3			
7						
8						
9				Good Friday 2/4	Task 2	
11		Their background and rise to prominence, including: <ul style="list-style-type: none"> <li>family background and status</li> <li>key events in their rise to prominence</li> <li>significant influences on early development</li> </ul>				T E R M 2 : I n d i v i d
12		The career of the individual, including: <ul style="list-style-type: none"> <li>change of role, position, status over time</li> <li>possible motivations for actions</li> <li>methods used to achieve aims</li> <li>relationships with groups and other individuals</li> <li>significant events in the career of the individual</li> <li>manner and impact of death</li> </ul>	ANZAC Day 26/4			
13						
14						

		The impact and legacy of the individual, including: <ul style="list-style-type: none"> <li>assessment of their life and career</li> <li>the influence of the individual on their time</li> <li>their longer-term impact and legacy.</li> </ul>				u 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"> <li>depictions of the individual during their lifetime</li> <li>judgments of the individual by other individuals and groups during their lifetime</li> <li>interpretations of the individual after their death (for example, in writings, images, films).</li> </ul>		Task 3	25%	
16						
17						
18		EXAM WEEK		Task 4	25%	
19						
20						