**Ridge View Secondary College**

**Humanities and Social Sciences**

**ANCIENT HISTORY 2023**

*GENERAL COURSE*

**YEAR 11 COURSE INFORMATION**



Teacher: Ms Lauren Barrie

Contact: [lauren.barrie@education.wa.edu.au](mailto:lauren.barrie@education.wa.edu.au)

**CONTENTS**

Contents…………………………………………………………………………………………………………………………………………………….2

Important Documents……………………………..………………………………………………………………………………………………..3

Unit 1 and Unit 2 Content from Syllabus ……………………………………..………………………………………………….……4 - 9

2023 Year 11 GENERAL Ancient History Unit 1 Program………………………………………………………..…………………10

2023 Year 11 GENERAL Ancient History Unit 2 Program……………………………………….………………………..…..11-12

2023 Year 11 GENERAL Ancient History Assessment Outline………….………………………………………………………..13

Glossary of key terminology………………………………………….………….………………………………………………..……..14 - 15

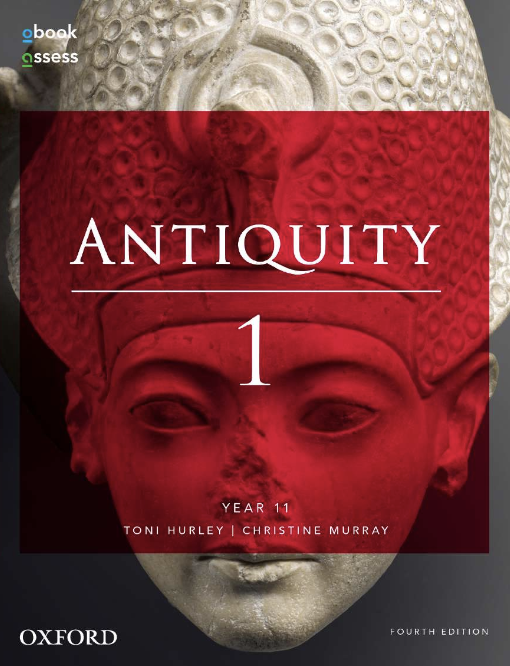
Maximising your achievement: Marking Guides………….……………………………………………………………..……..16 - 21

Source Analysis Guidelines…………………………………………………….………………………………………………….……………..22

**IMPORTANT DOCUMENTS**

|  |  |  |
| --- | --- | --- |
| **Name of Document** | **Available** | |
| **In this   package** | **On   Compass** |
| 2023 WACE Manual |  | ✔️ |
| RVSC Senior School Assessment Policy |  | ✔️ |
| Year 11 General Ancient History Syllabus | ✔️ | ✔️ |
| Unit 1 and 2 Content from Syllabus | ✔️ | ✔️ |
| 2023 Year 11 General Ancient History Unit 1 and 2 Program (subject to change) | ✔️ | ✔️ |
| 2023 Year 11 General Ancient History Assessment Outline (subject to change) | ✔️ | ✔️ |
| 2023 Year 11 General Ancient History Support Resources | ✔️ | ✔️ |

**RECOMMENDED BOOK:**



# Antiquity 1 Year 11 Student book

**UNIT 1 AND 2 CONTENT  
FROM SYLLABUS**

# 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 the following elective, which is to be taught with the requisite historical skills described as part of this unit:

* Minoan and Mycenaean civilisations c. 2700–c. 1150 BC

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 the following elective, which is to be taught with the requisite historical skills described as part of this unit:

* Alexander the Great, Macedonia 356–323 BC
* Julius Caesar, Rome 100–44 BC

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

# 

# Course Outline

**Semester 1 – Unit 1 – Ancient Civilisations**

***Elective – Late Bronze Age Greece and Troy c. 1500 – 1050 BCE***

|  |  |  |
| --- | --- | --- |
| **Week** | **Key Teaching Points** | **Assessments** |
| **1** | **Introduction**   * Unit Documents * Chronological and geographical content of the ancient civilisation |  |
| **2 - 4** | **Features of Late Bronze Age Greece and Troy - MINOANS**   * Religious Structures * Social Structures * Political Structures * Economic Structures * Military Structures * Cultural Structures | **Task 1: Source Analysis**  **(Week 4)** |
| **5 - 6** | **Features of Late Bronze Age Greece and Troy - MYCENAEANS**   * Key events and developments * Timeline and decline * Destruction of Troy |  |
| **7** | **Representations – Key people - MYCENAEANS**   * Key people of Ancient Greece * Troy and the Trojan War * Film Analysis | **Task 2: Explanation**  **(Week 7)** |
| **8** | **Representations – Archaeological Evidence - MYCENAEANS**   * Representations of Late Bronze Age Greece * Contributions to our understanding |  |
| **9 - 10** | **Features of Civilisations – MINOANS AND MYCENAEANS**   * Social * Political * Economic * Religious * Military * Cultural | **Task 3: Test**  **(Week 10)** |
| **11 - 15** | **Historical Investigation**   * Historical questions and research * Explanation and Communication | **Task 4: Historical Inquiry**  **(Week 11 - 15)** |
| **15** | **NON-ASSESSMENT WEEK** |  |
| **16 - 17** | **Exam Weeks - ATAR** |  |

# Course Outline

**Semester 2 – Unit 2 – Power in the Ancient World**

***Elective – Alexander the Great, Macedonia, 356 – 323 BCE***

***Elective – Julius Caesar, Rome, 100 – 44 BCE***

|  |  |  |
| --- | --- | --- |
| **Week** | **Key Teaching Points** | **Assessments** |
| **1** | * Unit Documents * Elements of Macedonian/Greek Society at start of time period |  |
| **2** | **Macedonian Society – Key Features**   * Values, beliefs, and traditions * Power structures |  |
| **3** | **ALEXANDER THE GREAT - Background**   * Family Background * Key events * Significant early influences |  |
| **4** | **ALEXANDER THE GREAT - Career**   * Change of role/status * Motivations and methods * Relationships * Significant events (including death) * Continuity and change |  |
| **5** | **ALEXANDER THE GREAT – Challenges/motivations and legacy/impacts**   * Challenges and motivations/actions * Legacy – short and long term | **Task 5: Source Analysis**  **(Week 5)** |
| **6** | **ALEXANDER THE GREAT – Representations**   * During/after lifetime * Effect on continuity and change |  |
| **7 - 8** | **Roman Society – Key features**   * Historical Context * Values, beliefs, and traditions * Power structures * Social/Political/Economic/Religious/Military/Cultural Structures |  |
| **9** | **JULIUS CAESAR – Background**   * Family Background * Key events * Significant early influences |  |
| **10** | **JULIUS CAESAR - Career**   * Change of role/status * Motivations and methods * Relationships * Significant events (including death) * Continuity and change | **Task 6: Test**  **(Week 10)** |
| **11** | **JULIUS CAESAR – Challenges/motivations and legacy/impacts**   * Challenges and motivations/actions * Legacy – short and long term |  |
| **12** | **JULIUS CAESAR – Representations**   * During/after lifetime * Effect on continuity and change | **Task 7: Explanation**  **(Week 12)** |
| **13 - 15** | **Historical Investigation**   * Historical questions and research * Explanation and Communication | **Task 8: Historical Inquiry**  **(Week 13 - 15)** |
| **16** | **NON-ASSESSMENT WEEK** |  |
| **17 - 18** | **Exam Weeks - ATAR** |  |

**UNIT 1 ASSESSMENT OUTLINE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 1: ANCIENT CIVILISATIONS - Late Bronze Age Greece and Troy c. 1500–c. 1050 BC** | | | | |
| **Assessment Type** | **Assessment Type Weighting YEAR** | **Assessment Task Weighting** | **Assessment Task** | **Start/Submission Date** |
| Source  Analysis | 30% | 15% | **Task 1:** Features of Late Bronze Age Greek Civilisation | Semester 1  Week 4 |
| Explanation | 20% | 10% | **Task 2:** An in-class essay  Topic: Mycenaean decline/Troy | Semester 1  Week 7 |
| Test | 20% | 10% | **Task 3:** In-Class Test  Topic: Features of Minoan and Mycenaean civilisations | Semester 1  Week 10 |
| Historical Inquiry | 30% | 15% | **Task 4:** Historical Inquiry Process  Topic: Investigation of an ancient civilisation or culture from proscribed list | Semester 1  Week 11 - 15 |

**UNIT 2 ASSESSMENT OUTLINE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 2: POWER IN THE ANCIENT WORLD - Alexander the Great, Macedonia, 356 - 323BCE Julius Caesar, Rome, 100-44BCE** | | | | |
| **Assessment Type** | **Assessment Type Weighting YEAR** | **Assessment Task Weighting** | **Assessment Task** | **Start/Submission Date** |
| Source  Analysis | 30% | 15% | **Task 5:** Alexander the Great | Semester 2  Week 5 |
| Explanation | 20% | 10% | **Task 6:** An in-class essay  Topic: Julius Caesar (Background and Career) | Semester 2  Week 10 |
| Test | 20% | 10% | **Task 7:** In-Class Test  Topic: Julius Caesar | Semester 2  Week 12 |
| Historical Inquiry | 30% | 15% | **Task 8:** Historical Inquiry Process  Topic: Investigation of an ancient person from proscribed list | Semester 2  Week 13 - 15 |

**GLOSSARY OF KEY TERMS**

|  |  |
| --- | --- |
| **Ancient** | 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). |
| **Ancient sources** | 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.) |
| **Cause and effect** | Used by historians to identify chains of events and developments over time,  short-term and long-term. |
| **Contestability** | Occurs when particular interpretations about the past are open to debate  (for example, as a result of a lack of evidence or different perspectives). |
| **Continuity and change** | 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. |
| **Concepts** | 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). |
| **Empathy** | 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. |
| **Evidence** | 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. |
| **Historical authentication** | A process of verifying the origins of an artefact or object and establishing it as genuine. |
| **Historical inquiry** | 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. |
| **Hypothesis** | A tentative statement or proposition that can be tested by asking questions and analysing evidence. |
| **Interpretation** | 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. |
| **Modern sources** | 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.) |
| **Perspective** | 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. |
| **Reconstruction** | A process of piecing together evidence from sources to develop an understanding or explanation of the past. |
| **Representation** | 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. |
| **Significance** | 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? |
| **Source** | 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. |
| **Terms** | 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. |

**MAXIMISING YOUR ACHIEVEMENT**

***MARKING GUIDES***

## Inquiry process

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Focus questions** | |
| Devises a set of questions which clearly identifies the key areas of the inquiry | 3 |
| Devises a set of simple questions which identifies a few areas of the inquiry | 2 |
| Lists a few simple questions which may or may not identify key areas of the inquiry | 1 |
| **Subtotal** | **3** |
| **Selection of sources** | |
| Selects a range of relevant sources that provide clear and accurate information and evidence about life in the ancient civilisation or culture  Selects sources that show a variety of perspectives | 5–6 |
| Selects a few sources that provide some information and evidence about life in the ancient civilisation or culture  Selects sources that show some differences in perspectives | 3–4 |
| Uses one source that provides limited information about life in the ancient civilisation or culture | 1–2 |
| **Subtotal** | **6** |
| **Inquiry notes** | |
| Presents notes clearly, using an appropriate note-making framework | 2 |
| Presents notes in some order | 1 |
| **Subtotal** | **2** |
| Makes notes that address the focus questions | 2 |
| Makes notes that contain some links to the focus questions | 1 |
| **Subtotal** | **2** |
| Makes notes that are relevant to the key areas of the inquiry, including:   * social structures * political and legal structures * military structures * economic activities * values, beliefs and traditions * cultural features, such as art, music and architecture | 5–6 |
| Makes notes that relate to some areas of the inquiry | 3–4 |
| Makes notes that relate to one area of the inquiry | 1–2 |
| **Subtotal** | **6** |
| **Drafting conclusions** |  |
| Drafts conclusions based on inquiry findings about the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power  Uses examples and evidence to support the conclusions | 3–4 |
| Attempts to draft some conclusions about the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and/or power  Uses limited examples which may support the conclusions | 1–2 |
| **Subtotal** | **4** |
| **Bibliography** | |
| Follows correct format according to the school protocols | 2 |
| Lists sources used | 1 |
| **Subtotal** | **2** |
| **Total Part A** | **25** |

## Class Presentation

|  |  |
| --- | --- |
| **Presentation of research** |  |
| Presents clear and accurate information about life in the selected ancient civilisation or culture, identifying key aspects of the social, political, legal, military, economic, religious and cultural structures and features of the civilisation | 7–8 |
| Presents clear information about life in the selected ancient civilisation or culture, identifying some aspects of the social, political, legal, military, economic, religious and/or cultural structures and features of the civilisation | 5–6 |
| Presents some information about life in the selected ancient civilisation or culture, identifying a few aspects of the social, political, legal, military, economic, religious or cultural structures and features of the civilisation | 3–4 |
| Presents limited information about life in the selected ancient civilisation or culture, identifying an aspect of the social, political, legal, military, economic, religious or cultural structures or features of the civilisation | 1–2 |
| **Subtotal** | **8** |
| Refers to a range of evidence from the sources | 3 |
| Refers to several pieces of evidence from the sources | 2 |
| Refers to minimal evidence from the sources | 1 |
| **Subtotal** | **3** |
| Expresses information clearly and in an organised way, using historical terminology and appropriate language | 3–4 |
| Expresses information briefly and in a way that may be difficult to follow, using little to no historical terminology and simple language | 1–2 |
| **Subtotal** | **4** |
| **Presentation of conclusions** |  |
| Presents justified conclusions regarding the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power  Provides detailed examples and evidence to support the conclusions | 4–5 |
| Presents some conclusions regarding the different life-styles of people in the ancient civilisation or culture, as determined by their individual wealth and power  Provides some examples and evidence that may support the conclusions | 2–3 |
| States the difference in life-styles of people in the ancient civilisation or culture, as determined by their individual wealth or power  Provides an example that may or may not support the conclusions | 1 |
| **Subtotal** | **5** |
| **Total Part B** | **20** |

## Essay/Explanation

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Introductory paragraph** | |
| Clearly related to the area/topic of the question, which gives a clear sense of the direction of the essay | 3 |
| Contains a few sentences outlining the theme of the essay, including a simple proposition | 2 |
| Provides a general indication that the topic is understood and includes a simple proposition  OR  Consists of a sentence or two outlining the ‘who’ or ‘what’ that is to be discussed in the essay | 1 |
| **Subtotal** | **3** |
| **Identification and description of Alexander’s achievements** | |
| Clearly identifies Alexander’s key achievements  Uses examples to support the answer | 5–6 |
| Identifies Alexander’s key achievements  Uses limited examples in an attempt to support the answer | 3–4 |
| Partially identifies a few of Alexander’s key achievements  Provides minimal or no examples | 1–2 |
| **Subtotal** | **6** |
| **Identification and description of the positive aspects of Alexander’s career and legacy** | |
| Clearly identifies and describes in detail positive aspects of Alexander’s career and legacy | 5–6 |
| Identifies and describes some of the positive aspects of Alexander’s career and legacy | 3–4 |
| States a positive aspect of Alexander’s career and/or legacy | 1–2 |
| **Subtotal** | **6** |
| **Identification and description of the negative aspects of Alexander’s career** | |
| Clearly identifies and describes in detail negative aspects of Alexander’s career and legacy | 5–6 |
| Identifies and describes some of the negative aspects of Alexander’s career and legacy | 3–4 |
| States a negative aspect of Alexander’s career and/or legacy | 1–2 |
| **Subtotal** | **6** |
| **Conclusion** | |
| Draws a conclusion about whether Alexander the Great deserved his title  Provides a summary of the evidence to support this conclusion | 3–4 |
| Attempts to draw a conclusion about whether Alexander the Great deserved his title  Uses limited to no evidence to support this conclusion | 1–2 |
| **Subtotal** | **4** |
| **Total** | **25** |

## Source Analysis

1. Tick **one (1)** option from (a) and **one (1)** option from (b) that best describes Source 1.

(a) ancient source 🞏

modern source 🞏

(b) written source 🞏

archaeological source 🞏

map/diagram 🞏

reconstruction 🞏

| **Description** | **Marks** |
| --- | --- |

|  |  |
| --- | --- |
| Correctly identifies the descriptions of Source 1 | 1–2  (one mark per description) |

1. Identify and briefly discuss the historical context for Source 1. You should consider the following where appropriate:

* the relevant event/s
* the significant person/people
* the key idea/s depicted in the source.

| **Description** | **Marks** |
| --- | --- |

|  |  |
| --- | --- |
| Accurately identifies and briefly discusses the historical context of Source 1, demonstrating a sound historical knowledge of the period  The answer includes discussion of:   * relevant event/s and/or * significant person/people and/or * key idea/s | 4 |
| Identifies and briefly discusses the historical context of Source 1, demonstrating some historical knowledge of the period, but with omissions  The answer includes some discussion of:   * relevant event/s and/or * significant person/people and/or * key idea/s | 3 |
| Identifies and provides a simple description of the historical context, demonstrating a limited historical knowledge of the period  The answer provides a limited description of the:   * relevant event/s and/or * significant person/people and/or * key idea/s | 2 |
| Demonstrates little historical knowledge of the period  The answer provides a simple description with some factual errors of **one** (or **two**) of the following criteria:   * relevant event/s and/or * significant person/people and/or * key idea/s   OR  The answer provides a simple description of the source | 1 |
| Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom. | |

1. Identify and explain the message/s of Source 2. Provide evidence in your response.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately identifies and clearly explains the message/s of Source 2. Provides clear evidence to support the answer | 4 |
| Identifies and briefly explains the message/s of Source 2. Provides limited evidence to support the answer | 3 |
| Identifies and describes a message of Source 2, with little explanation and/or evidence provided | 2 |
| The answer reflects little understanding of Source 2, with a simple recount of the contents of the source | 1 |
| Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom. | |

1. Identify and account for the different representations and interpretations of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ presented by Source 1 and Source 2.

Include specific reference in your response to the sources and where appropriate include discussion of origin, purpose, motive, place, and/or time. (6 marks)

| **Description** | **Marks** |
| --- | --- |
| Accurately identifies the representation of Hatshepsut presented in Source 1 | 1 |
| Accurately identifies the representation of Hatshepsut presented in Source 2 | 1 |
| **Subtotal** | **2** |
| **Account for the representations of Source 1 and Source 2** | |
| Provides a clear and detailed account for the representations of Source 1 and Source 2. The account includes specific reference to the sources and a discussion of the following factors as appropriate to each source:   * origin and/or * purpose and/or * motive and/or * place and/or time | 4 |
| Provides a clear and detailed account for the representation of one source. The account includes specific reference to the source and a discussion of the following factors as appropriate to the source:   * origin and/or * purpose and/or * motive and/or * place and/or time   **AND**  Provides a limited account for the representation of the other source. The account includes a limited discussion of some of the following factors as appropriate to the source:   * origin and/or * purpose and/or * motive and/or * place and/or time | 3 |
| Provides a limited account for the representations of Source 1 and Source 2. The account includes a limited discussion of some of the following factors as appropriate to each source:   * origin and/or * purpose and/or * motive and/or * place and/or time | 2 |
| Makes statements about the representation of **one** source | 1 |
| **Subtotal** | **4** |
| **Total** | **6** |
| Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom. | |

1. Using your own knowledge of your period of study, discuss the contribution of **both** sources to our understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Source 1** | |
| Discusses the contribution of Source 1 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 1 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 3–4 |
| States the contribution of Source 1 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Makes limited use of own knowledge or other sources to support the answer | 1–2 |
| **Subtotal** | **4** |
| **Source 2** | |
| Discusses the contribution of Source 2 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 2 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 3–4 |
| States the contribution of Source 2 to an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Makes limited use of own knowledge or other sources to support the answer | 1–2 |
| **Subtotal** | **4** |
| **Total** | **8** |
| Note: The specific points made in the responses will depend on the sources selected and what has been taught in the classroom, including other sources that have been used. | |

**SOURCE ANALYSIS GUIDELINES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Historical context** | **Messages** | **Usefulness** | **Perspectives** | **Evaluate the extent** |
| **Explain the historical context** | **Compare and contrast the messages** | **Evaluate the usefulness of Source \_\_\_ as representatives of…** | **Identify and discuss the authors’ perspectives in Source on…** | **Evaluate the extent which the four sources give an accurate insight into…** |
| This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source- explain the relevance/significance of the source content to the context.  To do this:   * Identify the focus of the source * Outline the causes or events that lead to the focus of the source * Provide specific details for the focus of the source – * Events * People * Ideas * Place * Dates * show depth and breadth of knowledge of the period and how the specific context/s relate to that broader period of study. * What was happening at the time the source was created? | Look for the message of each of the sources.  To do this:   * Read all of the elements of the source (title/author/date/location) * Identify the issue/event/subject * Identify the representation or opinion being expressed * Provide evidence from the source to support the response.   Explain how they compare (are similar) and contrast (are different).  A strong response will integrate the comparison and contrast with the discussion of the message/s.   * Students are expected to show depth and breadth of knowledge when discussing the significance of the messages. * Show more than one point of comparison and of contrast. * Meaning of source * What is the author of the source saying? | Note the last part of the question: *as representations of…* Therefore, students must consider the usefulness of the sources in terms of the theme/force of the document study. Does the source assist in understanding what is being represented?  To do this:   * Consider the accuracy of the source * Consider the information in the source and question the reliability of the source type * Identify the discourse * Evaluate – make an on-balance judgement about the usefulness of the source as representations of the theme/force * Use evidence from the sources to support the on balance judgement. This will include the factual information such as dates/events/people * Consider the limitations of the sources: propaganda/gaps AND omissions/relevance/other perspectives * Strong responses will evaluate the usefulness of the sources as a pair rather than individually. * Is the source bias? * Is the source/site trustworthy? * Who is the author | **Note** the last part of the question: *on…* Therefore, students must consider the perspective of the sources in terms of the theme/force of the document study.  To do this:   * Articulate the perspectives from which the source was constructed or analysed * Reasons for the perspective (purpose/motive/place/and time) * Provide evidence of the perspective from the source * Identify how the author shows the perspective in the source | **Note** the last part of the question.  To do this:   * Develop an opening statement which provides a thesis/proposition * Do **not** reiterate what is in the sources – this has occurred in the earlier questions * Make incidental reference to sources only – indicate, in brackets, where the cohesive or divisive impact being referred to is located (ed. S1, S4 and S5) * Equally, it is **not only** about omissions. * Focus on:   + cohesive impact   + divisive impact   + omissions   + evaluation |