# Pre-approved Learning and Assessment Plan

Stage 2 Ancient Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **A** | **N** | **T** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Ancient Studies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Skills and Applications – weighting 50%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | RA | A |
| Topic 4: Religion – Controversial Akhenaten  Students investigate Pharaoh Akhenaten’s abandonment of Egyptian polytheism and shift towards a more monotheistic worship of Aten. They consider the ideology, practices, consequences and longevity of these changes on both the Royal Court and on everyday Egyptians. Students use both primary and secondary sources to form conclusions and present a clear understanding of the past. | 1,2 | 1 | 1,2 | Negotiated Format  Students choose to produce a report/essay/PowerPoint or a creative response.  Written response of up to a maximum of 1000 words  (Or)  Multimodal or oral form to a maximum of 6 minutes or equivalent. |
| Topic 4: Religion – Sources Analysis on Burial Practices  Students demonstrate their understanding of Egyptian burial practices as a reflection of Egyptian religious beliefs. Using excerpts from Herodotus’ Histories (Book II) in the description of mummification and students’ own understanding through course work, they present an analysis of how the cultural practice of mummification is a reflection of beliefs about the Egyptian gods and the After world directly drawing on the work of Herodotus and 3 other primary sources of their choice. | 1 | 1,2 | 1,3 | Source Analysis Timed task  10 minutes reading + 90 minutes to complete the task  Students are presented with a series of teacher directed questions to choose from.  Students are provided with excerpts from Herodotus (unseen before the task).  Students may choose to bring excerpts from 1 other written Primary Source and 2 pictures of or from Primary sources (no longer than 500 words) |
| Topic 6: Literature – Ramayana character study  After reading Valmiki’s Ramayana (shortened prose version by R.K Narayan) and engaging with class discussions, students choose to present a creative response from the perspective of either Prince Rama, Sita, Hanuman or Ravana. Students not only draw upon the plot, themes and characters of the text but also highlight how their chosen character’s behaviour or situation reflects traditional Hindu values, ideas and attitudes. | 1 | 1,2 | 1 | Creative Response  Written response of up to a maximum of 1000 words  (or)  Multimodal or oral form to a maximum of 6 minutes or equivalent. |
| Topic 3 Political Power & Authority – the Second Triumvirate  Students demonstrate their understanding of the roles of individuals and small groups to exert influence on Roman society. Students consider the factors that lead to the formation and eventual breakdown of the alliance and the impact this had on the transition from Republic to Empire. Students utilise a range of secondary sources alongside excerpts from Cicero’s Second Philippic considering the context, authenticity and reliability of source material. | 1,2 | 1 | 2,3 | Written Essay Timed task  10 minutes reading + 90 minutes to complete the task  Students are presented with a choice of 5 essay topics to choose from.  They are able to access their own prepared selection of quotes and notes from their study (no more than 2 one sided A4 pages, size 10 font minimum) |

Assessment Type 2: Connections – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | RA | A |
| Topic 6: Literature – Ramayana across times and cultures  Students investigate the influence of Valmiki’s Ramayana in India and/or across other SE Asian cultures both in the ancient world and in today’s societies. Students consider reasons why the epic poem continues to be retold and reimagined in various art forms (i.e. Javanese dance, Wayang Kulit, Indian film & television, art and architecture). Students present an informed opinion on why the text has been so influential and the elements of the story that continue to be popular with modern audiences and why. | 1,2 | 2 | 1,2 | Presentation – News report  5-6 minute oral or multimodal presentation (10 minutes for pairs)  Students record their research in the style of a news report or documentary which must be pre-recorded.  Students may elect to work in pairs, but are assessed independently |
| Topic 3: Political Power & Authority – Corruption  Students explore how political systems are corrupted for personal gain and or gain for political alliances. Students draw comparisons between the manipulation of the Cursus Honorum and the actions of Roman Leaders or groups (i.e. Gaius Marius, Sulla, First Triumvirate) with a modern day political figure or group who they identify has manipulated/ignored or corrupted political processes to gain power. | 1,2 | 1,2 | 1,2 | Class Tutorial  Written and recorded summary of a maximum of 1000 words or equivalent multimodal.  In small groups of 3 or 4 students develop and run a short 15 minute tutorial for the class exploring their modern day connection.  Each student is responsible for producing a section of the tutorial.  Each student is to write a summary of the group’s research and included excerpts of evidence from the recorded tutorial to use as evidence of their learning.  Students are assessed individually |

Assessment Type 3: Inquiry – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| *External assessment* | *Students choose an area of interest to explore within and/or across the Ancient World in negotiation with their teacher to research to produce a literary, societal or a historical inquiry. They draw on multiple sources, both primary and secondary to form an in-depth and critical understanding. Students present an informed and persuasive argument using subject specific language. Students appropriately acknowledge all sources.*  *Written essay to a maximum of 2000*  *(Or)*  *Multimodal or oral form to a maximum of 12 minutes or equivalent.* |

*Seven or eight assessments.**Please refer to the Stage 2 Ancient Studies subject outline.*