# 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 1: Daily Life – Han Dynasty  Using both primary and secondary source material, students consider the diversity of individuals and groups in Han society, and critically analyse the values and beliefs that impacted on their lives. They analyse a specific role in Han society by outlining its function in society, status in contrast to others, daily duties, and beliefs. Students choose one of the following roles to investigate or negotiate an alternative with the teacher: mother, farmer, official, artist, merchant, noble, slave. | 1,2 | 1 | 1 | Creative writing Task.  800 words. Choice of formats – e.g. diary entry, letter, obituary, postcard, script, or other negotiated format. |
| Topic 1: Daily Life – Han Dynasty  Students develop an understanding of the complex and hierarchical social structures of the Han Dynasty and how social classes interacted to give rise to a flourishing and vibrant society. Students explore the development of the system of bureaucratic government, impact of laws on families, and the influence of both urban and rural communities on Han society. They consider the role of official record-keeping in this period and investigate issues of authenticity and reliability of these official records. | 2,3 | 1,2 | 2 | Essay  1000 words or equivalent in oral or multimodal presentation.  Students have a choice of set essay questions to respond to or can develop their own in negotiation with the teacher. |
| Topic 2: Military Conflict – Punic Wars  Students investigate a significant event in the conflict between the Carthaginians and Romans, using both primary and secondary sources. Students investigate the roles and influence of both Roman and Carthaginian military and political leaders, and the use of specific strategies and tactics, while also developing an understanding of the geography and topography of places in relation to a significant battle/campaign of their choice. Students also identify consequences of the conflict for both the Romans and Carthaginians. | 1,2 | 1 | 2,3 | Case Study  90 minutes under teacher supervision.  Students complete a series of paragraph responses to both primary and secondary sources. |
| Topic 6: Literature – Virgil’s Aeneid  Students demonstrate an understanding of Virgil’s Aeneid with a focus on a chosen theme. They consider the context in which the text was constructed, and its specific features and characters. Using evidence from the text, students complete an essay based on one or more of the following themes: responsibility, duty, fate, free-will, family, love, and/or sacrifice. | 1,3 | 1,2 | 1 | Timed Essay  90 minutes under teacher supervision.  A choice of essay questions will be provided. Students have access to pre-prepared, handwritten notes of no more than 1 double-sided A4 page. Essays may be handwritten or word-processed. |

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 1: Daily Life – Han Dynasty  Using a range of primary and secondary sources from or about the Han Dynasty, students interpret and analyse the usefulness and reliability of these sources in reconstructing the past. They make informed and critical statements about what these sources tell us about everyday life in the Han Dynasty, while also evaluating their limitations. | 1,2 | 1,2 | 1,3 | Source Analysis  Students respond to five set sources. A variety of extended response questions will be provided to allow for student choice. |
| Topic 2: Military Conflict – Punic wars  Students have choices about which section of the Punic Wars campaign and Roman or Carthaginian military leaders they focus on, to demonstrate their knowledge and understanding by sequencing events and evaluating the factors and consequences of conflict. Students then explore how an aspect of this impacts on contemporary society. | 1,3 | 1 | 2 | PowerPoint presentation  Students complete a presentation to a real or imagined audience, making significant connections between an aspect of the Punic Wars and contemporary society. |
| Topic 6: Literature – Virgil’s Aeneid  Students demonstrate their knowledge and understanding of Virgil’s Aeneid and its connections to the Classical World in which it is set. Students should investigate how this text illuminates aspects of life in that time. | 1 | 1 | 1 | Oral Presentation  Students complete a six minute oral in which they present a series of detailed connections between the text and the classical world it represents. |

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 propose and develop a particular point of view about an issue in negotiation with the teacher. At least 50% of the topic must be located in the period from 1500BCE–500CE. Students research their topic individually, using primary and academic secondary sources, and use this evidence to develop and sustain an informed argument. All sources must be acknowledged appropriately.*  *Written essay maximum of 2000 words. Relevant graphical material may be integrated into the essay.*  *Sources should be acknowledged appropriately.* |

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