PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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) |
|  |  |  |  | **1** | **A** | **N** | **T** | **10** |  |

**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 |  |

Stage 1 Ancient Studies (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **KU** | **RA** | **A** |
| **Skills and Applications**  **Weighting 80%** | **Topic 1: Understanding Ancient History (Preservation, conservation and/or reconstructions of ancient sites and artefacts)**  Students choose one of the following UNESCO listed significant sites in Asia:   * Great Stupa at Sanchi (India) – Mauryan Empire * Angkor Wat (Cambodia)– Khmer Empire * The Great Wall (China) - Qin Dynasty * Borobudur (Indonesia)– Saliendra Dynasty * Bagan (Myanmar) – Pagan Empire   Students research and analyse the impact that environmental hazards, conflict, tourism, and any other relevant factors have had on the preservation and conservation of their chosen site. They analyse the importance of the site in preserving a nation’s cultural heritage and provide strategies to continue the site’s preservation for future generations. | 3 | 1 | 2, 3 | **Oral/Multimodal Presentation**  5 minute or equivalent multimodal presentation of an advertising campaign to preserve a specific structure as part of the world’s cultural heritage. Students may elect to work in pairs. |
| **Topic 3: Warfare and Conquest**  Students analyse the role of the Praetorian Guard in the Early Roman Empire. They consider the relationship and power balance between the Praetorian Guard and the Emperors. Students investigate the everyday life of a Praetorian soldier, including their training regime and conditions of service. They identify a specific military encounter involving the Praetorian Guard in the Early Republic period, providing a deeper analysis of factors, reasons and outcomes for the conflict. | 1, 2 | 1 | 2 | **Creative writing task**  One or more personal letters up to 800 words, from the perspective of a Praetorian Guard to his family about his daily life and role in service to the Empire including involvement in a specific conflict. |
| **Topic 6: Creative Representations**  Using Chapter 14: ‘The Taming of Monkey’ from Wu Cheng-en’s *Journey to the West* and excerpts from the 1970/80s Japanese series, students construct a character analysis for either Monkey or Tripitaka focusing on how each text portrays the characters. Students also consider specific features of *Journey to the West* including how it was constructed, possible reasons for its continued popularity and links to Chinese folklore and cultural beliefs. | 1 | 1, 2 | 1 | **Literature Study**  800 word character and text analysis. Students work independently to present a critical understanding in response to teacher-set guiding statements/questions. |
| **Inquiry**  **Weighting**  **20%** | With support from the teacher students develop a research question with specific reference to the reign of Emperor Augustus (27BCE- 14CE). They analyse primary and secondary source material, and apply skills of historical literacy to communicate a perceptive and persuasive argument. Students appropriately acknowledge all sources. | 2,3 | 2 | 1, 3 | **Inquiry**  1000 word independently researched and developed investigation. |

***Four assessments.*** *Please refer to the Stage 1 Ancient Studies subject outline.*