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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| SACESchool 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.
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**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 Application****Weighting 75%** | **Topic 5: Beliefs, rituals and mythology** Students will examine the beliefs and rituals of the peoples of Ancient Britain through an examination of the stone circles at Avebury and Stonehenge, and the barrows and gathering places within the Avebury World Heritage Site. They will examine concepts of afterlife, the rituals, funerary and burial practices of ‘stone age’ Britons. | 1,2 | 1 | 3 | Students will write responses to questions on a source analysis containing both primary and sources.Maximum word length 800. |
| **Topic 3: Warfare and conquest** This study will focus on the Roman Empire’s conquest of Britain (55BCE to 61 CE) Students will examine the military tactics of both the Romans’ and Britons’ and the rebellion of Boudicca. They will analyse, the motivations of the Romans, the impact of colonisation drawing comparison with the impact of colonialism in the modern era. They will also examine the role of historical fiction in influencing understandings of history. | 2 | 2 | 1,2 | Students will write a creative response. This can take the form of an interview with a ‘person’ from this period; a scripted role play, narrative, the outline of a video game, or other form negotiated with the teacher.Maximum word length 800. |
|  | **Topic 1: Understanding Ancient History** An examination of the artefacts that inform us of the Mayan civilisation with particular reference to the Zapotec Period (approximately: 800-600BCE) Students will examine the art and architecture of the Valley of Oaxaca. Students will consider the impact of tourism and the role of museums in the study of this culture and the ethical questions that arise from this. | 1,3 | 2 | 2 | Students will present a multimedia report on one or more of the sites in the valley of Oaxaca. Students may work in pairs to assist in the creation of a documentary presentation for radio or visual media.Maximum time length 5 minutes. |
| **Inquiry****Weighting****25%** | Students will investigate an aspect of the Ancient World of their choosing. This can be an extension of a topic studied in class, and they’ll will conduct individual research into their topic and devise an essay question in negotiation with the teacher. | 1,3 | 1 | 1,3 | Students will write a formal essay incorporating both primary and secondary sources which must be referenced. The essay is to be accompanied by a bibliography.Maximum word length 1000 or equivalent. |

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