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 Applications****Weighting 75%** | **Topic 1: Understanding Ancient History (Historical authentication and reliability)** Students investigate a range of the legendary Chinese female warrior figures from the Shang Dynasty (1600-1050BCE) to the Southern and Northern Dynasties (420-589CE) including Hua Mulan and Lady Fu Hao to determine if there is any evidence to support that they were real historical figures. Students consider the authenticity and reliability of both primary and secondary source material and how historians use multiple sources to put forward credible theories relying on literary and archaeological evidence to support their ideas. Students synthesise evidence and present their own informed argument on the historical reality of women warriors in Ancient China. | 1, 3 | 1 | 1,3 | **Report**800 word report or 5 minute oral or equivalent multimodal. Students are encouraged to include relevant visual material in their response. Students are guided by a series of teacher directed questions. |
| **Topic 4: Social Structures, slavery and everyday life**Students investigate life in the Imperial Court of the early Han Dynasty including the rule of the Empress Dowager Lu Zhi (195-180BCE). They consider the roles and relationships between members of the royal family, the political intrigues of imperial women as a means of gaining and holding power, the impact imperial decisions had on others and how the imperial family achieved stability for the community in Ancient China. Students use both primary and secondary source material to understand and reflect on what life was like in this period for nobles, peasants and merchants while also considering the diversity of beliefs and attitudes of people living in this time period. | 1, 2 | 1 | 1 | **Creative Response**800 word or 5 minute oral or equivalent multimodal creative response. Students respond from the perspective of either one or a combination of; a direct member of the Imperial family, a court official, a peasant or a merchant to explore what life was like during the early Han Dynasty. Students can choose to present in a range of different formats that could include: a diary entry, letter, blog, video, story, a poem or any other negotiated format. |
| **Topic 2: Art, architecture, and technology**Students investigate the technological and scientific advances made under the Gupta Empire (320-550CE) in Ancient India and the importance of these discoveries to the contemporary world. They explore the conditions and context of Ancient Indian society that fostered the development of scientific thought and invention. Students make connections between the discoveries and advancements made in this time period with the development of scientific thought across multiple time periods and cultures including the contemporary world. They consider the future application of ideas developed from the past and what societies need in order to foster creativity and new ideas.  | 1, 2 | 2 | 2 | **Group Presentation & Tutorial**In groups of three or four students prepare and present a tutorial including a learning activity with the class covering a significant technological or scientific concept discovered in the Gupta Empire. Each group member takes on a designated role and presents the equivalent of up to 800 words or 5minutes oral/multimodal to the presentation/tutorial. Students are assessed individually.  |
| **Inquiry****Weighting****25%** | **Topic 2: Art, architecture, and technology**With support from the teacher, students develop a research question with specific reference to art, architecture or literature from the Golden Age of India under the reign of the Gupta Empire (320-550CE). Students select and evaluate appropriate primary and secondary source material, and apply skills of historical literacy to communicate an informed and persuasive argument. Students appropriately acknowledge all sources. |  3 | 1,2 | 2,3 | **Research essay or Formal Oral Presentation**Students negotiate with the teacher the best format to present their research and argument in either a 1000 word essay or 6 minute formal oral presentation.  |

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