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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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**  **Cultural Heritage, Ownership and/or role of museums**  Students choose from the following civilisations, and identify important sites and museums:  Lake Mungo, Stonehenge, Egypt Old and Middle Kingdoms, Greece: Classical Period, Rome: Empire.  Students will examine the role of museums and archaeological sites in shaping contemporary viewpoints on these civilisations. They will also examine the cultural appropriation by museum of artefacts from significant sites as well as their usefulness in education and in developing an appreciation of cultural differences as well as the ethical issues involved in maintaining, restoring and/or removing artefacts from sites. | 3 | 1 | 1,3 | **Multimedia Presentation**  Students can choose between: creating a website; powerpoint/ report, multimodal presentation of a visit to archaeological site.  They demonstrate knowledge of the civilisation and the particular issues involved in the preservation of artefacts from that civilisation, in a maximum of 5 minutes. |
| **Topic 3: Warfare and Conquest: Hellenistic Greece – Alexander the Great**  Students consider the impact of Alexander on the Hellenistic World. They explore changes to the military, both technical and political, as well as the alterations to the balance of power, both during and after his death. They then consider how Alexander has been portrayed in contemporary popular culture, specifically by viewing the 2004 film *Alexander* as well as engaging in readings from historical novels. | 1, 2 | 2 | 2 | **Creative Response**  Maximum of 800 words.  Students can choose between writing: a narrative, recount/journal, scripted role play, script for a radio play or interview. |
|  | **Topic 2: Art, Architecture and Technology – Comparative Study**  Students explore developments in material culture within Egypt’s Old and Middle Kingdoms and Classical Greece. They examine the technologies that enabled the building of the Pyramids, and the Parthenon. They also analyse paintings and sculpture from both civilizations, as well as advances in tools and infrastructure, and how they impacted on the sustainability and economic development. Students will choose their own source.  I.e. The Valley of Kings; The Athenian Acropolis; A particular art style or artist (such as Phidias) or a particular technology (i.e. sanitation; surgical tools; transport/roads) and write an analysis explaining the significance of the site, artist or technology to their times and to other cultures and societies. | 1 | 2 | 2, 3 | **Source Analysis**  Maximum of 800 words |
| **Inquiry**  **Weighting**  **25%** | In negotiation with the teacher students develop an essay question on Hellenistic Greece, focusing on Alexander, the fall of the Persian Empire, philosophy and the growth of Hellenistic reasoning, the political, artistic or architectural significance of the Egyptian city of Alexandria, or the repercussions of Empire. They will identify five reliable sources, both primary and secondary upon which to base their essay. | 2,3 | 1,2 | 1 | **Inquiry**  Maximum 1000 words  Students will write a formal essay incorporating quotations from both primary and secondary sources which must be correctly referenced. The essay must be accompanied by a bibliography. |

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