VCE Units 3 and 4: Ancient History: Performance descriptors

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| **Ancient History****School-assessed Coursework** |
| **Performance descriptors** |
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| **Units 3 and 4****Outcome 1** ***Analyse the features of an ancient society and evaluate how these features developed, interacted and changed***. | **Characteristics of study** | **Key skill** | **DESCRIPTOR: typical performance in each range** |
| **Ask historical questions.** | **Ask and use a range of historical questions to explore the features of the ancient society.** | Ask relevant questions. | Ask specific, open-ended questions. | Ask questions that explore the ancient society. | Use questions to direct inquiry. | Ask sub-questions that help answer central question. | Evaluate how effectively questions guide the historical inquiry. |
| **Use sources as evidence.** | **Evaluate sources for use as evidence.** | Identify features of source(s). | Describe content of source(s). | Explain context of source(s). | Explain meaning/ inferences of source(s). | Explains purpose of source(s) | Discuss relationship between content, context, and purpose of source(s). |
| Identify reliable content of a source. | Identify useful content of a source. | Describe the reliability and/or usefulness of source(s). | Corroborate sources to determine reliability and/or usefulness. | Explain how/why source(s) are reliable and useful as evidence. | Evaluate the reliability and usefulness of source(s) as evidence. |
| **Explore historical perspectives.** | **Analyse the perspectives of people in the ancient society and how perspectives changed over time.** | Identify a perspective from the past. | Summarise perspective(s)from the past. | Explain perspective(s) of people in their historical context. | Compare perspectives from the past. | Determine how the features of an ancient society influenced perspectives from the past. | Analyse how perspectives have changed over time. |
| **Use historical interpretations.** | **Evaluate historical interpretations about the features of the ancient society.** | Identify a historian’s interpretation. | Summarise a historian’s interpretation. | Explain a historian’s interpretation. | Question historian(s) interpretations. | Compare historians’ interpretations. | Evaluate historian’s interpretations. |
| **Analyse cause and consequence** | **Analyse the causes and consequences of conflict and warfare in the ancient society.** | Identify a cause of warfare and conflict. | Describe a cause of warfare and conflict. | Explain the causes of warfare and conflict. | Distinguish between short-term triggers and long-term causes. | Explain why the causes of warfare and conflict have varying levels of influence. | Analyse how causes have intended and unintended consequences. |
| Identify a consequence of warfare and conflict. | Describe a consequence of warfare and conflict. | Explain the consequences of warfare and conflict. | Distinguish between short-term consequences and long-term consequences. | Explain why the consequences of warfare and conflict have varying levels of influence. |
| **Identify continuity and change** | **Evaluate the extent of continuity and change in the features of the ancient society** | Identify a continuity | Describe how a continuity occurred | Describe a pattern of continuity can vary in pace and direction | Explain why continuity occurred | Analyse how features of the ancient society influenced continuity | Evaluate the overall extent of continuity and change by referring to the features of the society |
| Identify a change | Describe how a change occurred | Describe how a pattern of change can vary in pace and direction | Explain why change occurred | Analyse how features of the ancient society influenced change |  |
| **Establish historical significance** | **Evaluate the historical significance of the features of the ancient society** | Identify historical significance | Describe historical significance | Explain why events and/or features of society were historically significant | Determine historical significance from sources | Use explicit criteria to determine historical significance | Evaluate historical significance using multiple types of evidence and sources |
| **Construct historical arguments.** | **Construct arguments about the features of the ancient society using sources as evidence.** | Identifies accurate knowledge in response to a question. | Writes narrative in response to a question. | Identifies key ideas for a historical argument in response to a question. | Use relevant knowledge and evidence in response to a question. | Explains the relationship between historical knowledge, evidence, and concepts in response to a question. | Synthesis of knowledge, evidence, and concepts into a historical argument. |

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| **Ancient History****School-assessed Coursework** |
| **Performance descriptors** |
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| **Units 3 and 4****Outcome 2** ***Evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.*** | **Characteristics of study** | **Key skill** | **DESCRIPTOR: typical performance in each range** |
| **Ask historical questions.** | **Ask and use a range of historical questions to explore a crisis within the ancient society.** | Ask relevant questions. | Ask specific, open-ended questions. | Ask questions that explore a crisis in the ancient society. | Use questions to direct inquiry. | Ask sub-questions that help answer central question. | Evaluate how effectively questions guide the historical inquiry. |
| **Use sources as evidence.** | **Evaluate sources for use as evidence.** | Identify features of source(s). | Describe content of source(s). | Explain context of source(s). | Explain meaning/ inferences of source(s). | Explains purpose of source(s). | Discuss relationship between content, context, and purpose of source(s). |
| **Explore historical perspectives.** | **Analyse the perspectives of people on a crisis within the ancient society and how perspectives changed over time.** | Identify a perspective from the past. | Summarise perspective(s) from the past. | Explain perspective(s) of people in their historical context. | Compare perspectives from the past. | Determine how roles and motives influenced perspectives from the past. | Analyse how perspectives of the crisis have changed and/or remained the same over time. |
| **Use historical interpretations.** | **Evaluate historical interpretations about a crisis within the ancient society.** | Identify a historian’s interpretation. | Summarise a historian’s interpretation. | Explain a historian’s interpretation. | Question historian(s) interpretations. | Compare historians’ interpretations. | Evaluate historian’s interpretations. |
| **Analyse cause and consequence.** | **Analyse the causes and consequences of a crisis within the ancient society.** | Identify a cause. | Describe a cause. | Explain how roles, motives and influences of key individuals were the cause of a crisis in the ancient society. | Distinguish between long-term causes and short-term triggers. | Explain why roles and motives of key individuals have varying levels of influence on the causes of a crisis in the ancient society. | Analyse how causes have intended and unintended. |
| Identify a consequence. | Describe a consequence. | Explain the consequences of roles, motives and influences of key individuals in the ancient society. | Distinguish between short term consequences and long-term consequences. | Explain why roles and motives of key individuals have varying levels of influence on the consequences of a crisis in the ancient society. |
| **Identify continuity and change.** | **Evaluate the extent to which a crisis maintained continuity and/or brought change in the ancient society.** | Identify a continuity. | Describe how a continuity occurred. | Describe a pattern of continuity can vary in pace and direction. | Explain why continuity occurred. | Analyse the conditions in which the crisis brought continuity. | Evaluate the overall extent of continuity and change by referring to roles, motives, *and* the influence of key individuals. |
| Identify a change. | Describe how change occurred. | Describe a pattern of change can vary in pace and direction. | Explain why change occurred. | Analyse the conditions in which the crisis brought change. |
| **Establish historical significance.** | **Evaluate the historical significance of a crisis within the ancient society.** | Identify historical significance. | Describe historical significance. | Explain why ideas and events were historically significant. | Determine historical significance from sources. | Use explicit criteria to determine historical significance. | Evaluate historical significance using multiple types of evidence and sources. |
| **Construct historical arguments.** | **Construct arguments about a crisis in the ancient society using sources as evidence.** | Identifies accurate knowledge in response to a question. | Writes narrative in response to a question. | Identifies key ideas for a historical argument in response to a question. | Use relevant knowledge and evidence in response to a question. | Explains the relationship between historical knowledge, evidence, and concepts in response to a question. | Synthesis of knowledge, evidence, and concepts into a historical argument. |