Yeah, so I've been teaching Ancient for about four years now. And I'm currently teaching Greece and Rome. However, today, I'd like to draw more upon all three, Greece, Rome, and Egypt as well, to draw upon some examples. Just so that we can get a good idea of how we might apply the terms of the Study Design for 2022 to 2026 in our own teaching. So I'll join Michael with an acknowledgement of country as well. And what I might do then is to just jump straight into an outline of what we're going to do this afternoon.

So we'll be looking at obviously Units Three and Four Ancient History of the VCAA Study Design for 2022 to 2026. And the main focus here will be on the new, or the different elements that have been added on top of past iterations of that study design. I'll also be offering some teaching tips and ideas related to some of the key knowledge and skills listed in the Study Design document. And also some ideas for assessment as well, some of the things that you might like to try out in your own classrooms. And then of course, as Michael's been saying, we'll be around at the end, in order to answer or to at least try to answer any questions that you might have.

So, of course, there are still three ancient societies presented in the Study Design. And you as teachers must select two of those ancient societies. You study one of them in Unit Three, and then you select one of the two remaining in Unit Four. Each Unit is comprised of two areas of study, and that is the nature of an ancient society, or living in an ancient society, and then people in power, societies in crisis, for area of study two, which is really looking at the causes, course, and consequences of a crisis that was faced by the ancient society under study. And of course, both of those areas of study must be presented in the two civilizations that you choose to focus on.

So let's have a look at some of the new elements of the 2022 to 2026 History Study Design, and it's important to note that, let's go back to that slide for a moment. It's important to note that the key knowledge points for all three ancient societies in Area of Study one are now organised under the themes of social, political and economic. This provides more a thematic framework, when approaching Area of Study One, as opposed to a more chronological format that we might be familiar with. We also look at the impact of warfare and conflict on the development of the ancient civilization under study. And this, of course, must be analysed. And these dot points must be addressed in both Units Three and Four, and later on, we'll go into some possible teaching points for that, and, of course, something that relates to that slide there.

To have a very broad look at some of the changes to Area of Study Two, people in power, societies in crisis. It's the focus on the causes of the crisis, as well as the causes, course, and consequences of developments within the crisis. So that might mean taking a small element of the broader crisis, such as the Peloponnesian War, you might look at something in particular, such as the Athenian's, ill fated Sicilian expedition in 415 BCE, and look at the specific causes of that particular event, the course of the Sicilian expedition, and then the consequences of it, in the immediate sense, and then the broader implications that have filled out the war effort for Athens. And it's also looking at the role, motives and influence of four significant individuals, which must be looked at, as well.

Of course, there is an additional figure, that now needs to be looked at, it's not the three of early iterations of the study design, but now there are four individuals, but the new individual seems to be one that was already embedded in the Study Design. You couldn't really teach Area of Study Two without an acknowledgement of that individual. So it's really more just a clarification of the individual perhaps bringing them to the fore, bringing them to the front of stage. And again, these points in Area of Study Two must be addressed in both Units Three and Four of the ancient civilization that you're teaching to your students. And again, some possible teaching strategies that you might like to use in terms of the key knowledge and key skills will be offered in a little bit.

So let's have a look at some of the time frames of the Study Design that are presented to you.

So the time frames for the ancient societies and the study provided for Areas of Study One and Two, they mark historically significant periods during which certain trends developed, and the lives and impact of prominent individuals can be easily observed. These timeframes are particularly the first date listed for Area of Study One, should not be seen as the point from which the ancient society should be studied. So, I think the best way to explain that is to sort of suggest that say, for example, Ancient Egypt, the civilization doesn't just pop out of the ground in 1550 BCE, nor Ancient Greece nor Ancient Rome. So it's important for teachers to look at events that happened prior to these dates, we can't really just pick up our study of the ancient society from that time, we need to look at events that happened prior to that.

So for example, for Ancient Egypt, if you're looking at Area of Study Two, you really need to go and look at the Old and the Middle Kingdoms of Ancient Egypt, as well as the two intermediate periods as well. So I think then, and the phrase that Gerry has been using a lot to describe these dates, particularly, for Area of Study One, is to see them as a bookmark rather than a book end. They don't represent a hard and fast line from which you must start teaching the course, but rather the point from which we really seriously pick up our study.

And of course, it's the material which the students can be assessed on in the VCAA examination at the end of the year. So it's important to contextualise those dates, and for Ancient Greece, perhaps look at very briefly at the Bronze Age, and the dark age, before we enter 800, you're looking at the Greek Renaissance, before we get into the archaic, and the classical age, so that's a very important point for all of us to consider. When you're selecting the two ancient societies, from any two of Egypt, Greece, and Rome, it's really important to think about the two societies that you're going to choose. And I think a number of different considerations might help inform your choices at different times. So you might think about what was taught in Units One and Two at your school, and how that might flow very smoothly into Units Three and Four. You might also think about which, in your mind, which two of those ancient societies sit together well. Obviously, all three of them had interactions in one time or another, sometimes peaceful, but usually a little bit more violent than that. And so you might think about, in your mind, which to gel together and which flow logically between them. I think, obviously, of course, we need to gauge student interest as well. And that can be done during the Unit One and Two level, and might even be done at the year 10 level, to get a sense for what they would like to study, and what they would like to learn about. And I think that it's really important to do that in the conversations with your students, maybe an online survey, as well, might be something that you could use. Your own interest area,

I think is really, really important, and your own expertise levels, as well. It's always dreadful being asked to teach something outside of your firm knowledge base. I still have flashbacks of being asked to teach year 8 geography at one time, and in the end, thoroughly enjoying it, but being a little bit terrified of it initially, as well. So think about what you know, what you're good at, what you enjoy, and if that aligns with what your students are keen to learn about, then that's a really good point to start from.

You might also think about the ties that your student community has to a particular ancient civilization, as well. At my particular school, there are quite a number of students who have a Greek or Italian background. And of course, particularly the students of a Greek background, they're very, very keen to tell me all about the influence of the ancient Greeks on the modern world, and they absolutely love learning about the history of the country of their ancestors. And it comes quite in handy when you're trying to pronounce words or translations as well. So I think it's really good to tap into that. You might have at your school, a significant portion of students perhaps from Egypt, or from the Middle East area who would like to learn about the history of ancient Egypt. So there might be a Coptic Christian society or a community at your school. So anything that helps them identify and connect with that ancient society under study, I think that's really valuable. You might offer Latin at your school as well, and tapping into those students is a really valuable enterprise. And they can really bring something to the classroom in terms of a study of Ancient Rome.

Think too, about the resources that are available. There are some textbooks out there, not all of them are very readily accessible. So you need to make sure that you're able to resource the subject and any textbook that you choose is readily available to your students. And checking what's online, of course, as well, what resources are out there now. As we heard before, there are a lot of great podcasts, and some documentaries as well that are available for our students. And it's often a good way to tap into that with their love of technology, to meet them halfway, I guess.

I did have a student in one of my classes today, she was looking for particular section in one of the books, and she said she found it by scrolling through the book, and I thought there's the 21st century, rushing up to meet us, and we all had a bit of a good laugh about that one, but I think it underlines the fact that our students live in a very digital online world, and we need to meet there, basically, they need to meet us in the books sometimes. But we need to meet them in the digital world as well, unless we risk losing them. So, and I think also making very best friends with the librarian, as well, they really are so important.

 In our subject, you know, I was talking to Gerry and Michael before about, we are very often alone at our schools, we're almost certainly probably the only teacher at our school that does and perhaps can teach Ancient History. So we need to cultivate our networks very very carefully. And I think making very best friends with the librarian, who might be able to put us in touch with good resources is critically important as well. This might be a good point too for me to talk about, well, what we usually call a primary and secondary sources in other subjects. When we're looking for resources, you know, in Ancient History, we tend to talk more about ancient and modern sources, largely because some of what we might call primary sources, and the main culprit here is Plutarch, is often writing several centuries detached from the events which he's describing.

So for example, when Plutarch is writing about Lycurgus, or Romulus, even Mark Antony, and Octavian, he has a couple of centuries removed from that writing as he was in the late, I think it's sort of the late first or the late second century AD. So the distinction there tends to be more ancient and modern. So ancient sources, probably anyone writing anytime before about 500 AD, and the modern sources that we look at, probably anyone from 1750 AD onwards, that's really random, sort of thinking of Edward Gibbon there, but that's sort of the distinction that we make. We have to kind of get our students out of that vocabulary of thinking about primary and secondary to call Plutarch an eye witness of the events he described is not true, but nor would we really say he's a secondary source, because he was living in the ancient world. So that's an important distinction there, students sometimes need to get their heads around.

Okay, so in terms of scoping and sequencing your subject for Units Three and Four, the VCAA assigns 50 hours of scheduled class time for each Unit, and you'll need to design a scope and sequence plan that enables you to cover the key knowledge and skills points for each Area of Study in each Unit over that period of time. Identify how much time per week you will have, based on your school's individual timetable structure, in order to adequately cover the key knowledge and to rehearse the key skills. And I think it's worth mentioning here the term, including in the key knowledge points, which means this is information contained that must be covered and could be assessed in the VCAA examination. It's very different to the phrase such as in Units One and Two, which is really a suggestion for teachers to adopt. But when you say the word including I think a little alarm bell should go off in the back of your mind, and remind you that this is something that you really do need to cover in order to adequately prepare your students for the rigours of the examination at the end of the year.

For a learning activity, and also a way for your students to familiarise themselves with the Study Design, you could get your students to make a list of all the key terms in the key knowledge points for Areas of Study One and Two. Devise a constant depth of understanding, as we can see here on the screen. Familiar with, can discuss, can write about, and can write about under time, is the one on the far right there. So then students can use this as a revision tool later in the year, as well, as they prepare for assessment tasks and the examination. It's really important to emphasise with your students, however, that the key knowledge points they need, they can't be studied in isolation. They're not a shopping list of items to be ticked off, or rather, they're connected by chronology and interact through the key themes as outlined in the Study Design, that is, political, economic, and social. And of course, they also represent a chain of cause and effect as well. For the key terms associated with Ancient Greece, for example, you can encourage your students to reflect on the connections between them, by having them rearrange their list by chronology, or organising them by polis, if you're doing Greece Area of Study One. And this will help your students become more flexible with the knowledge they possess, and potentially enable them to adapt what they know for unfamiliar questions.

That's often a little bit of a gripe I have with my students. I'll write a question that's slightly unfamiliar to them. It's presented in a way that they're not quite used to, and they tell me that they weren't able to answer it, they weren't sure what to say, but when we go through it together, on the board, or if they're working in small groups, they realise that they do actually have access to the knowledge, they just couldn't connect it with a specific question. So I'm always asking my students to be really flexible with their knowledge, and try to make connections with questions, and what they already know.

There's another example up here. Say for example, you're getting your students to make a table of Rome Area of Study Two, with all of the nouns from the key knowledge dot points, looking at the tribunates of Tiberius and Gaius Gracchus. Are they familiar with it? Can they discuss it in class? Can they write about it? And can they write about it under exam conditions? And then linking that next to the military career of Gaius Marius. In what way did the experiences and the problems encountered by the Gracchi brothers really kind of foreshadow the solutions that Marius enacted, and overall the point of how that contributed eventually to the collapse of the Roman Republic?

All right, so moving on, let's have a look at some of the key areas, key elements of Area of Study One. The outcome statement and inquiry questions from the VCAA Study Design are presented here. So there's the outcome statement, which we all need, which is what our students need to be able to demonstrate for us, and three key inquiry questions to help us and our students focus our learning. So to help your students grasp the broader concepts that underpin and tie together the key knowledge points, you might want to unpack the term significant in the second inquiry question with your students, and define this term within the discipline of History. I find it's one of those terms that students kind of breeze over sometimes, and they don't really get to the point of what significance actually means more broadly, and within the context of the discipline of History. So I find myself unpacking that term with my students, so they actually know what it means. And then obviously, what they actually need to write about when they answer questions, where they have to talk about the significance of something. And again, using the references to these to the historical thinking concepts in the VCAA Study Design is a really good place to start and drawing your students attention to that.

So again, looking at, it's always best to understand key terms and key skills within a specific context of, one of the key knowledge dot points. So for example, you might get your students into small groups and decide that significance refers to the number of people affected, the duration and the profundity of something. So for example, the expansion of the Egyptian Empire during the period of the New Kingdom, and the 18th, and 19th Dynasties in particular, that those things might mark this out as a particularly significant era in ancient Egyptian society, and your students would look for evidence and supporting statements from ancient and modern sources to support their views on why this particular period in ancient Egyptian civilization is so important.

Okay, so there has been a change in the outcome statement in Areas of Study One, to include, evaluate how these features developed, interacted and changed. Now, one possible focus here for teachers is the term, interacted. Students should be given the opportunity to demonstrate their understanding of the way that the social, political, and economic elements of the society, and the study heavily impacted upon each other, and promoted change over time. And I'll come back to this point a little bit later on. In addition, the key knowledge points have now been reorganised on the basis of the key themes of social, political, and economic. So that's something for us to be aware of, as well now.

Okay, in Units Three and Four, the key knowledge dot points of Area of Study One have been written with common stems to help students focus on key elements of the ancient society. Each dot point focuses on the social, political and economic features of the ancient society and the study, as well as the impact of warfare and conflict on that society, and its institutions, organisations, and relations with other states. So let's have a look at a couple of teaching ideas for some of these dot points.

So for example, perhaps looking at the role of women in New Kingdom Egypt, students could create a table with columns, signified as men and women, and compare their duties in daily life, their general status, their legal rights, such as whether they are permitted to possess property, bring cases to court, represent themselves in court, sign contracts, etc, etc. Their role in public institutions such as religious events and government, and you could further complicate that by looking at the experiences of upper, middle, and lower class men and women to acknowledge that ancient societies were really, in many respects just as complicated as our own.

That the experience of an upper class woman in these ancient civilizations could be very, very different from the experiences of lower class women. And perhaps ironically, lower class women may have had less status, but sometimes they had more freedom to go about their daily business. So just encouraging our students to look at the notion of complexity, and of course, finding evidence to give proof of that. And also noting too, that within an ancient society, for example, something like Greece, that there was a vast difference between the women in most of the polis in ancient Greece, but of course, Sparta is the exception, and just acknowledging, and again, finding evidence for those differences.

Conversely, if you're looking at the political systems, you could create pyramid diagrams to demonstrate the differences between the political reforms of Solon and Cleisthenes in sixth century BCE Athens. This would enable students to see the interaction between economic wealth, social status and access to genuine political power in ancient Greece, and, of course, how this changed over time, which is a key historical thinking concept. So looking at how one's economic background gave one a certain access to different levels of the political system, some of those levels had a genuine decision making authority, others really were just a rubber stamp. The Assembly or the Ecclesia comes to mind. And of course, that gave one great status, if one was higher up the social and political pyramid, I suppose. But again, with the reforms of Cleisthenes, and later, there reforms of Ephialtes and Pericles, that all started to change and social status and influence started to move down the social pyramid. And of course, an interesting point of contrast, we'll be looking at a comparison of that with the Spartan system of government, and getting your students into a debate over, you know, who was freer, an Athenian or a Spartan? And the answer probably seems quite obvious, but the more you delve into it, the more complexity the students will see. And that's really what we want to see in their writing, a good appreciation about some of the complexity of the ancient past provided, of course, that they're able to justify their claims with sufficient evidence from our ancient and modern sources.

Of course, the key skills for Area of Study One, aligned with characteristics of study, the historical thinking skills in the Study Design for 2022 to 2026. Students need to be made aware of the key skills and given multiple opportunities to develop and demonstrate competence in them in both Units. Teachers could focus on individual skills such as determining the causes of an event, or draw together a number of related skills for more complex tasks, such as document analysis and evaluation. Opportunities in the classroom should be provided by teachers to allow students to rehearse and demonstrate the attainment of these skills. As I said earlier, skills can be taught more easily in relation to appropriate and specific points from the key knowledge portion of each Area of Study. It's almost impossible, you can discuss the nature of a skill in an abstract way, but to actually put a little bit of flesh on the bones, as it were, to give our students something to rehearse the skill with, we need to link it to specific parts of the key knowledge.

So for example, you might analyse the causes and consequences of warfare and conflict in Ancient Rome, and they might create a timeline of key events in the expansion of Rome's control over the Italian peninsula, which lasted from approximately 509 to around about 265 BCE, and the concurrent expansion of political rights in the so called Conflict of the Orders, or the Struggle of the Orders. Students might use a variety of organisational devices, such as labelled columns or different colours to connect the various phases of Rome's expansion with the secessions, and the subsequent broadening of political rights for those of the plebeian class. In previous years some of my students have noticed that whenever Rome begins expanding, the plebeians see this as an opportunity to down tools and to go on strike. And note, that they will not fight for their patrician officers until they're granted new rights. And in the very near future, there will be a new law that broadens the system for plebeians just a little bit, until we get down to the Lex Hortensia, of around about, if memory serves, about 275 BCE. So looking at cause and consequence, and looking at that through the lens of the expansion not only of Rome as a political entity on the peninsula, but also the political rights of plebeians prior to that.

Alternatively, for New Kingdom Egypt, students could analyse contemporary perspectives of the pharaohs of the 19th Dynasty in sculptures, reliefs, and wall paintings, and then evaluate the role played by Thutmose III, or Ramses II in expanding and maintaining the Egyptian Empire. Or was it all Pharaoh's doing, or can we look at other reasons, as the inscriptions might suggest? Or are there other factors that we need to look at to explain Egypt's fairly rapid and sudden expansion in the 19th Dynasty?

Okay, so let's shift over to Area of Study Two now. So for Area of Study Two, in both Units Three and Four, students are asked to evaluate the significance of a crisis in the society under study, and to evaluate the role played by individuals in that crisis. Our students will need to draw upon the knowledge, understanding and skills developed in Area of Study One, in order to fully understand the causes of a crisis in that ancient society. While students can only be examined on the content from the first date onwards, which is what I was saying before, an understanding of the historical narrative prior to this date is important for helping our students place events within their historical context.

So for example, the rise of the latifundia in Italy, and the subsequent use of slave labour after the Second Punic War forms a vital backdrop to the economic and military problems, unsuccessfully addressed by the Gracchi in the second century BCE. So in essence, it's impossible for our students to really understand what the Gracchi were trying to do, without understanding the military crisis, the manpower shortage that the Roman army was facing towards the end of the second century BCE, without understanding the consequences of the Second Punic War, and the explosion of the use of slave labour. And the expansion of very, very large farms, as smaller farms were gobbled up by wealthy landowners.

So, you know, to really sort of provide that sense of continuity and connection between Areas of Study One and Two, but also reminding our students that it's really from the first date in the list of dates of Area of Study Two that they will be examined from, but they do need to understand what happened before it, or of course, for Athens and the origins of the Peloponnesian War, they really do need to be reminded of the impact of the Persian invasions, the rise of Athens as a superpower, as it were, in matching Sparta. And Sparta's fear about this, the emergence of a new kid on the block. As it were, Athens was a State that they could bully around a little bit, or so, they thought towards the end of the sixth century, but Athens had grown up, and I don't think Sparta were very happy with that at all.

The Study Design also presents four inquiry questions, as listed here. To explore the second inquiry question, for example, students could be encouraged to make a table with a column for the society at the beginning of the crisis, and another for the society at the end of the crisis. Categories such as political, social, economic, and cultural, could help students organise their thinking and present information logically. For example, were Greeks living under the Athenian Empire better off as a result of the Spartan victory in the Peloponnesian War? And they might think about Sparta's stated aims at the start of the war, that you find in Thucydides book two, section eight. And then the eventual reality of that. Did Sparta live up to their stated noble ideal of liberating all the Hellenics? A call for ancient and modern writings on these topics could also be added to help students gain an understanding of other points of view on the outcome of that particular conflict.

In the outcome statement for Area of Study Two, students are asked to evaluate not only the role, but also the motives and influence of four key individuals. The key knowledge points have been clarified, with additional specific information in relation to key events leading up to and during the crisis, as well as the exploits of key individuals. In both Units Three and Four, the key knowledge dot points for Area of Study Two have been written with common stems to direct students to the causes, course, and consequences of a significant crisis, as well as the role, motives, and influence of important individuals that featured prominently in that crisis. So let's look at some ideas for exploring some of the key knowledge dot points to the Area of Study Two. I've mentioned creating tables a lot.

So obviously, I'm a little bit keen on that. But I've just found that my students, in dealing with the wealth of factual information that they have to absorb in this particular subject, that creating tables or flow charts and timelines, it really helps the students organise and visualise it. So it's very important for their long term memory, to be able to visualise the information, where it fits in, using different colours to prompt memory retention, as well. They might pick a primary colour, and then one extra colour for the four individuals, so that, you know, for example, Alcibiades is always green, or Akhenaten is always blue, or something like that, just to act as a memory trigger. I find that many of my students kind of find this very helpful. And it's something that they tend to do of their own volition without necessarily being prompted by myself.

So if they create a table, and I always advise them to do this online, maybe creating an online, or using a word processor, or some other sort of organisational program, so they can continuously add to it. If they do it by hand, it can get very, very messy very quickly. But if it's a document that they can access at any time and add to it, it tends to be a lot more orderly, and a lot more neat and precise, which helps them when it comes time to revising, or even a shared document online that they can all access. It's a great way. And again, I find that with my students, the classes can be relatively small compared to other subjects, and they do sort of find at times that a little bit of an esprit de corps develops. That it's only a small bunch of them, and they're studying a fascinating, but quite challenging and demanding subject. And I think they feel quite proud about that. And I think finding ways for them to connect, not just in the classroom, but again online, really does build some really good bonds between them. It gets them sharing information. It gets them working together, and encouraging each other, and it really makes for a great classroom environment, rather than having them compete with each other, to really get them working together and teaching each other and learning from each other, which I think is an extremely powerful thing to do. And we can sort of moderate that before you share the document as well, to make sure that it's going in the right direction, and everyone's playing nicely online.

So, again, they could add information as they come across it, as you roll through the course. They can add information about the role, motives of influence of this individual, and then also adding any quotes or evidence in there as well, that they might come across. So your students might keep an eye out for any references to Tutankhamun, and the efforts of his advisors to restore the worship of Amun after the death of Akhenaten.

Looking at the fact that perhaps Tutankhamun may not have been particularly influential in and of himself. I don't teach Ancient Egypt, but from what I've read, he's sometimes just portrayed as a bit of a puppet of other forces, perhaps the priestly level of society. But nevertheless, you know, that could be something that students might debate in the quotes or evidence section of the table, and get some real debate going on about exactly how influential was Tutankhamun. Was he more of a puppet, or was he his own Pharaoh? And do we need to have enough evidence to say, either way, which can be a bit of a challenge when we're dealing with Ancient History.

There's a bit of a lack of evidence sometimes for somethings. For Ancient Greece, using ancient and modern sources to consider the impact of the plague in 430 BCE on Athens' capacity to wage war, and the role it played in their eventual defeat, if any. And of course, Thucydides has got a memorable account of the impact of the plague on individuals such as himself, and the whole polis that makes for fascinating reading. And, of course, in our current day and age, I think it's fascinating for our students to read about a plague that was afflicting a society at the time, the impact of that, and then the resilience of Athens to kind of bounce back from it. And quite remarkably, continue the fight in a very literal sense.

 But it really sort of makes our students understand that as far away as 2500 years ago feels that in some ways, they were human beings dealing with the problems and issues that we still face today. We share the same biology I guess, and we're still we're still prone to these things. For Rome, students could compare and contrast the political and military careers of Marius and Sulla, and then evaluate which had a more destructive impact on the Republican system. This could become the basis of a class discussion/ debate/ argument depending on the various students you have in your class and the passion, in inverted commas, that they bring to the room, of which of these individuals played a more significant role in facilitating the end of the Republic and the eventual emergence of Empire.

 Moving on, as with Area of Study One, the key skills for Area of Study Two align with the Characteristics of Study in the Study Design for 2022 to 2026. Students need to be made aware of these key skills and given the opportunity to develop and demonstrate competence in them in both Units. Again, teachers could focus on individual skills such as determining the causes of an event, or draw a number of related skills together for more complex tasks, such as creating an argument in an essay about the causes of a crises, the consequences of the crisis. Again, linking the key skills in Area of Study Two with a particular key knowledge dot point, is a very good way of allowing students to practise and rehearse these skills. An example of a possible learning activity that gives students opportunities to rehearse these skills and to master them hopefully is to create a spider diagram of a particular event in the fall of the Roman Republic. Students could look at four causes and four consequences of the so called First Triumvirate, and historical facts for quotes, ancient or modern, could be ascribed to each factor as evidence. And I find these really helpful when we're looking at this, largely because it sets them up, one of our students pointed out to me that it sets them up for their writing.

If you can outline discrete or distinct causes or consequences, that can often form the basis of their writing. If they're doing our longer bits of writing, or if they're writing a full essay, they sort of ready-made paragraph structures, or ready-made points that they can draw upon. For Greece, a detailed flowchart explaining the rise in the long term rivalry between Athens and Sparta in the aftermath of the Persian invasions, and in particular from 460 BCE onwards in order construct an argument about the origins of the Peloponnesian War, and then connecting that with the shorter term crises such as Corcyra, Potidaea and the Ligurian Decree. For Egypt, students could locate and analyse contemporary images of royal art and architecture in New Kingdom Egypt, before and during the Amarna Period in order to explain the impact of the monotheistic revolution, and Amenhotep IV / Akhenaten. As Gerry has noted in the pre implementation session video, teachers of Units Three and Four Ancient History choose from the following four tasks to allow students to demonstrate the attainment of the key knowledge and skills for each outcome.

Note, the amalgamation now of analysis of primary sources, and evaluation of historical interpretation into Evaluation of Historical Sources, as well as the inclusion of extended responses as an option that you might like to offer to your students.

As way of an example, extended responses are shorter and more focused than essays. They tend to be more expository in nature than argumentative. While I think essentially, everything is argumentative.

Extended responses, I tend to write ones that aren't necessarily posing an argument, but more explaining, for example, the causes or consequences of a particular event. You can set questions, for example, the one here. Explain the impact of the military campaigns of Tuthmosis III on the economic structures of New Kingdom Egypt. Use evidence to support your response, is a potential example. And using annotated samples to demonstrate the clear delineation of points by signposting, as well as using relevant and appropriate evidence, which includes references to ancient and modern sources. For evaluation of historical sources, teachers could look at the more contentious aspects of an Area of Study, the bits where there's a little bit of disagreement between, particularly the modern sources, between the historians, such as the reasons why Sparta eventually won the Peloponnesian War. And present students with documents expressing various viewpoints. Students can then evaluate the usefulness of these points of view by comparing them to what else they know about the end of the war.

 So there's a few points there. Students might compare the views of Xenophon, and the views of Plutarch, about why Sparta won, and devising a range of questions that enable students to access and comprehend information about the viewpoints presented, and then moving on to more challenging questions. Then ask our students to analyse assumptions and arguments based on the evidence, and where relevant, challenging, or broadening the viewpoints of the sources that have been provided. Finally, looking at the historical inquiry task. The first dot point in Area of Study One for each of the three ancient civilizations offers very rich pickings for student inquiry and research in a range of areas. Students can be guided through the process of formulating an inquiry question, selecting appropriate research resources, note taking, and referencing and judicious selection of ancient and modern sources to support their points about, for example, the lives of women, slaves, or foreigners, in their society. And there's a couple of examples there.

To what extent could women participate meaningfully in politics in public life in ancient Rome, and then who gained the most in the patron client relationship in Rome, in the early republic. Providing students with, time and again, this is all outlined very, very clearly in the advice for teachers but providing students with time to locate and evaluate resources, students preparing their notes based on evidence and then writing up their investigation under time, using their research notes as a guide, provided that you can of course ascertain that all the work in that is of the student's own, from their own efforts.

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