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 25%****Skills and Application****Weighting 25%** | **Topic 2: Art, architecture, and technology** Study of the Babylonian Empire between (612-539 BCE) – Students will study the dominance of Babylon in Mesopotamia. They will examine reasons behind its dominance and longevity through the growth of trade networks, the expansion of the Empire and the building of the city of Babylon. This study will focus on the empire’s use of technologies, art & architecture to regain and retain power. | 1,2 | 1 | 1 | Students will examine a particular aspect of Babylonian Art, Technology or Architecture. They will present their research using multi-media, as a documentary; website; PowerPoint, audio recording.Maximum time 5 minutes |
| **Topic 3: Warfare and conquest** Study of the Growth of Alexander of Macedon’s Empire. Students will examine the significance of Alexander’s subjugation of Greece, defeat of the Persian Empire and conquests in the east. This study will focus on military strategies and technologies as well as the political and social repercussions of Alexander’s conquest.  | 1 | 1,2 | 2 | Student will create an annotated ‘virtual’ or ‘real’ map of various battles. Their map must highlight difference in weaponry and armour and offer reasons for victory, and or, defeat.  |
| **Skills and Application****Weighting 25%**  | **Topic 1: Understanding Ancient History** Study of Archeological sites in the middle-east. The study will focus on the archeological site of Persepolis (capital of the Persian Empire) The study will focus on the historical and cultural significance of the site.’ Students will examine potential threats to the site, the role of UNESCO in preserving and maintaining the site, and the relevance of this site, and others in the region, to understanding not only the history of this region but also of the history of the ‘West’. | 3 | 1 | 2,3 | Students will compile an analytical report on Persepolis, or another significant of the region, negotiated with the teacher. The report will detail specific factors that highlight the significance of the site as well as examine factors threatening the integrity of the site.Maximum words 800 |
| **Inquiry****Weighting****25%** | The focus of this inquiry will be chosen by the student. It can be an extension of what has been covered in class or it may come from another ancient society. Students must narrow their study down to a focus question negotiated with their teacher. | 2,3 | 2 | 1,3 | Students may present their findings either in written form or as an oral. Maximum word length 1000Maximum oral length 6 minutes. |

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