Ancient societies evidence charts

Students investigate key features of one ancient society through a range of archaeological and written sources and relevant historiographical issues.

Students can access the [Ancient History Stage 6 syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017) for more information. To find out more about the HSC exam for ancient history, students can access [Assessment and reporting in ancient history stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017/assessment-and-reporting).

Outcomes and other elements of syllabus references in this document are from [the [Ancient history stage 6 syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Please note that all ancient society options have been included in this one document. Please ensure students are provided only with the option they are studying.

# Option A – New Kingdom Egypt society to the death of Amenhotep III evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of New Kingdom Egypt and its neighbours |  |  |
| significant sites: Thebes, Valley of the Kings, Malkata |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| roles and images of the pharaoh, the concept of *maat* |  |  |
| roles of the vizier and members of the religious, administrative and military elites |  |  |
| nature and role of the army |  |  |
| roles and status of women: royal and non-royal |  |  |
| scribes, artisans and agricultural workers |  |  |
| Focus of studyThe economy, including: |  |  |
| importance of the Nile: agriculture, animal husbandry, transport |  |  |
| economic exchange: barter and taxation |  |  |
| impact of empire: booty, tribute and trade |  |  |
| occupations, crafts and industry: wood, stone and metal |  |  |
| technology: tools, building materials, techniques and construction |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| gods, goddesses, cults and priesthoods including Amun-Re, Osiris |  |  |
| festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival |  |  |
| myths and legends: Creation myth, Osiris myth |  |  |
| funerary customs, rituals and texts: afterlife concepts, mummification |  |  |
| *The Book of the Dead* and the *Amduat* (*Book of What is in the Netherworld*) |  |  |
| temples – architecture and function: Karnak, Luxor, Deir el-Bahri |  |  |
| tombs – architecture and decoration: Thebes |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: sculpture, jewellery and wall paintings |  |  |
| writing and literature – love poetry, Papyrus Lansing: *Be a Scribe*, Wisdom Literature: *the Instruction of Ani* |  |  |
| leisure activities |  |  |
| health of New Kingdom Egyptians in this period as revealed by human remains |  |  |

# Option B – New Kingdom Egypt society during the Ramesside period evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of New Kingdom Egypt and its neighbours |  |  |
| significant sites: Memphis, Thebes, Per-Ramesses, Deir el-Medina, Abu Simbel, Valleys of the Kings and Queens |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| roles and images of the pharaoh, the concept of *maat* |  |  |
| roles of the vizier and members of the religious, administrative and military elites |  |  |
| nature and role of the army |  |  |
| roles and status of women: royal and non-royal |  |  |
| scribes, artisans and agricultural workers |  |  |
| Focus of studyThe economy, including: |  |  |
| importance of the Nile: agriculture, animal husbandry, transport |  |  |
| occupations, crafts and industry: wood, stone and metal |  |  |
| economic exchange: unit of value (*deben*), taxation, tribute and trade |  |  |
| technological development: tools, building materials, techniques and construction, *shaduf* |  |  |
| workers’ strike, tomb robberies and corruption |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| gods, goddesses, cults and priesthoods: Amun, Re, Ptah, Osiris |  |  |
| personal religion: magic and personal piety |  |  |
| festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival |  |  |
| funerary customs: afterlife concepts and mummification |  |  |
| funerary texts: *The Book of the Dead* and the *Amduat* (*Book of What is in the Netherworld*), *The Book of Gates* |  |  |
| temples – architecture and function: Karnak, Luxor, the Ramesseum, Medinet Habu |  |  |
| tombs – architecture and decoration: Thebes, Memphis, Deir el-Medina |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: sculpture, jewellery and wall paintings |  |  |
| writing and literature: love poetry, *The Tale of Two Brothers, Horus and Seth, The Report of Wenamun* |  |  |
| leisure activities |  |  |
| health of New Kingdom Egyptians in this period as revealed by human remains |  |  |

# Option C – Society in Israel from Solomon to the fall of Samaria evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of ancient Israel |  |  |
| significant sites: Samaria, Tirzah (Tell el-Far’ah), Shechem, Jerusalem, Megiddo, Beersheeba |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| roles and features of the Israelite kingship, the Davidic dynasty  |  |  |
| roles of the Jerusalem temple and priests in opposition to Israel |  |  |
| roles and importance of prophets in Israelite society: Elijah, Amos, Elisha, Hosea |  |  |
| roles of the bureaucracy, merchant class, workers, artisans |  |  |
| roles and status of women: royal and non-royal  |  |  |
| nature and role of the army |  |  |
| Focus of studyThe economy, including: |  |  |
| importance of agriculture  |  |  |
| occupations, crafts and industry: wood, stone, metal, mining  |  |  |
| technology: tools, weapons, engineering, water systems – the Siloam Tunnel |  |  |
| economic exchange: trade with Judah and Assyria |  |  |
| features of fortified cities, including silos, Megiddo stables |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| nature of conflicting religious beliefs and practices: polytheism, Ba’al, Asherah, Yahweh |  |  |
| roles of priests and prophets |  |  |
| roles and importance of religious places: High Places – Dan and Bethel |  |  |
| importance of the Jerusalem temple |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art and architecture: Samaria, Jezreel and Megiddo, Samarian ivories, seals |  |  |
| writing and literature: biblical narrative and Samarian Ostraca |  |  |
| leisure activities |  |  |

# Option D – Persian society at the time of Darius and Xerxes evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of ancient Persia and its empire |  |  |
| significant sites: Persepolis, Pasargadae, Susa, Ecbatana, Naqsh-i-Rustam, Behistan |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| roles and images of the king  |  |  |
| role and nature of the bureaucracy: *arstibara*, *vacabara*, *hazarapatis*, and provincial government: satraps, legal system, laws  |  |  |
| nature and role of the army and navy, workers and artisans  |  |  |
| roles and status of women: royal and non-royal  |  |  |
| vassal states: satrapies, and subject peoples within the empire |  |  |
| Focus of studyThe economy, including: |  |  |
| importance of agriculture  |  |  |
| economic exchange throughout the empire: taxation, tribute, trade, coinage, royal treasuries |  |  |
| technology: weapons, building materials, techniques and construction, irrigation works |  |  |
| transportation and communications: the Royal Road |  |  |
| occupations, crafts and industry: wood, stone and metal, role of foreign workers  |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| religious beliefs throughout the empire: Ahura-Mazda, Bel Marduk, Hebrew beliefs, Egyptian gods |  |  |
| religious policy throughout the empire |  |  |
| rituals and practice: role of the *Magi*, fire rituals |  |  |
| royal funerary customs and tombs |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: palace reliefs, rock relief, sculpture, jewellery |  |  |
| architecture of palace complexes: Persepolis, Pasargadae, Susa |  |  |
| writing and inscriptions: Behistan, Fortification Tablets, Persepolis Treasury Tablets |  |  |
| leisure activities |  |  |

# Option E – Society in China during the Han Dynasty 206 BC-AD 220 evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of Ancient China |  |  |
| significant sites: Chang’an, Xuzhou, Luoyang |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| roles and images of the emperor, the mandate of heaven  |  |  |
| nature and roles of the imperial bureaucracy: scholars, court officials and eunuchs  |  |  |
| role of provincial administrators: royal family and the local elite |  |  |
| imperial Confucianism: role in politics and social structure |  |  |
| role and status of women: royal and non-royal  |  |  |
| nature and role of the army |  |  |
| Focus of studyThe economy, including: |  |  |
| the importance of agriculture: innovations |  |  |
| economic exchange throughout the empire: taxation, trade, government monopolies, coinage |  |  |
| technology: weapons, metallurgy, pottery, inventions |  |  |
| transportation and communications: road systems, canal systems |  |  |
| occupations: merchants, artisans and agricultural workers |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| religious beliefs: Daoism, chief deities and the Cult of Heaven |  |  |
| the Cult of the Dead: spirits and ancestor worship |  |  |
| imperial Confucianism: cosmological beliefs |  |  |
| religious role of the emperor |  |  |
| rituals and practice: sacrifices, rites and divination |  |  |
| funerary customs: afterlife concepts, human remains, entombment of Lady Dai |  |  |
| tombs: architecture and decoration |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: bronze work, silk paintings, figurines and pottery |  |  |
| writing and literature: the *Shiji*, *Lessons for Women*, poetry of Sima Xiangru |  |  |
| leisure activities |  |  |

# Option F – Bronze Age Minoan Crete evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of Minoan Crete |  |  |
| significant sites: Knossos, Phaestos, Malia, Zakros, Agia Triada, Gournia |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| issues relating to gender and identity of the ruler(s) |  |  |
| palace elite: bureaucracy, priests and priestesses |  |  |
| roles and status of women |  |  |
| craftsmen and agricultural workers |  |  |
| Focus of studyThe economy, including: |  |  |
| palace economy |  |  |
| importance of agriculture  |  |  |
| role of towns: Gournia and Zakros |  |  |
| trade and economic exchange: Mediterranean and Aegean region |  |  |
| the concept of *thalassocracy* |  |  |
| occupations, crafts and industry: pottery, stone, ivory, metal, jewellery, seal stones, purple dye |  |  |
| technology: building materials, techniques and construction, ashlar masonry; drainage and water supply |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| nature and identity of deities |  |  |
| religious symbols: *labrys*, horns of consecration, the bull, snakes, trees, birds |  |  |
| religious places: peak sanctuaries, cave shrines, palace shrines, pillar crypts, lustral basins |  |  |
| rituals: sacrifice, libations, processions, dance |  |  |
| funerary customs and rituals: *larnax*, ossuary |  |  |
| tombs: rectangular, *tholos* and chamber |  |  |
| myths and legends relating to the Minoans: Theseus and the Minotaur, Icarus and Daedalus |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: frescoes, figurines, pottery, seals, metalwork |  |  |
| architecture of palace complexes: Knossos, Phaistos, Malia, Zakros and other palace sites |  |  |
| writing: Linear A and Linear B, the Phaistos Disc |  |  |
| leisure activities |  |  |
| health of Bronze Age Minoans as revealed by human remains |  |  |

# Option G – Spartan society to the Battle of Leuctra 371 BC evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of ancient Sparta |  |  |
| significant sites: Sparta |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| the Great Rhetra: the issue of Lycurgus |  |  |
| roles and privileges of the two kings |  |  |
| government: *ephorate*, *gerousia*, *ekklesia* |  |  |
| social structure and occupations: Spartiates, *periokoi*, ‘inferiors’, helots |  |  |
| the Spartan army: training (*agoge*), composition |  |  |
| control of the helots: the military, *syssitia*, *krypteia* |  |  |
| role and status of women: land ownership, inheritance, education |  |  |
| Focus of studyThe economy, including: |  |  |
| land ownership: agriculture, *kleroi*, helots |  |  |
| technology: weapons, armour, pottery |  |  |
| economic roles of the *periokoi* and helots |  |  |
| economic exchange: use of iron bars, trade |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| gods and goddesses: Artemis Orthia, Poseidon, Apollo |  |  |
| myths and legends: Lycurgus and the Dioscuri |  |  |
| festivals: *Hyakinthia*, *Gymnopaedia*, *Karneia* |  |  |
| religious role of the kings |  |  |
| funerary customs and rituals |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: sculpture, painted vases, bone and ivory carving |  |  |
| architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia |  |  |
| writing and literature: Alcman and Tyrtaeus |  |  |
| Greek writers’ views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanius, Plutarch |  |  |
| leisure activities |  |  |
| marriage customs |  |  |

# Option H – Athenian society in the time of Pericles evidence chart

Students should be familiar with and be able to integrate a variety of primary and secondary sources into their written responses. Complete this chart and use it as a summary of some sources available in the study of this topic.

|  |  |  |
| --- | --- | --- |
| Content | Primary sources | Secondary sources |
| SurveyThe historical and geographical context, including: |  |  |
| geographical setting, natural features and resources of Athens, Attica and its neighbours |  |  |
| significant sites: Athens, Piraeus |  |  |
| Focus of studySocial structure and political organisation, including: |  |  |
| concept of the *polis* |  |  |
| structure of Athenian society: *pentakosiomedimnoi*, *hippeis*, *zeugitai*, *thetes* |  |  |
| role of the military: *strategoi*, *hippeis*, *hoplites*, *thetes* |  |  |
| roles and status of women |  |  |
| roles of metics and slaves |  |  |
| structure and features of Athenian democracy: *ekklesia*, *boule*, *strategia*, *heliaea* |  |  |
| Focus of studyThe economy, including: |  |  |
| importance of the Agora and the Piraeus |  |  |
| impact of empire: tribute, maintenance of fleet, building program |  |  |
| economic exchange: trade, tribute, shipping, silver mining, coinage |  |  |
| occupations and industries: pottery, stone masonry, metalworking, shipbuilding |  |  |
| Focus of studyReligion, death and burial, including: |  |  |
| gods and goddesses |  |  |
| beliefs, practices and organisations |  |  |
| significant myths and legends: birth of Athena, Theseus, competition between Athena and Poseidon |  |  |
| temples and sanctuaries: the Acropolis including the Parthenon and the Erechtheum |  |  |
| festivals: the Panathenaia, the Great Dionysia, the Thesmophoria |  |  |
| priests and priestesses |  |  |
| funerary customs and rituals |  |  |
| Focus of studyCultural and everyday life, including: |  |  |
| art: sculpture and painted vases |  |  |
| architecture: the buildings of the Agora and Acropolis |  |  |
| education |  |  |
| leisure activities |  |  |
| marriage customs |  |  |