Historical period evidence charts

Through an investigation of the archaeological and written sources of one historical period, students learn about the nature of power and authority, significant developments that shaped the historical period, as well as relevant historiographical issues.

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 historical period options have been included in this one document. Please ensure students are provided only with the option they are studying.

# Historical period: Option A – New Kingdom Egypt to the death of Thutmose IV 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 |
| Survey |  |  |
| the chronological and geographical context of Egypt in the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Internal developments, including:
 |  |  |
| * impact of the Hyksos: political, economic, technological
 |  |  |
| * establishment of the Eighteenth Dynasty: wars against the Hyksos, reunification of Upper and Lower Egypt
 |  |  |
| * role of queens: Tetisheri, Ahhotep II, Ahmose-Nefertari
 |  |  |
| * development and importance of the cult of Amun
 |  |  |
| * political and religious significance of building programs
 |  |  |
| * role and contribution of: Ahmose, Amenhotep I, Thutmose I, Hatshepsut, Thutmose III, Amenhotep II, Thutmose IV
 |  |  |
| * role and contribution of prominent officials within Egypt and the ‘empire’
 |  |  |
| Focus of study* Expansion of Egypt’s boundaries, including:
 |  |  |
| * development and role of the army
 |  |  |
| * relations with Nubia, Syria-Palestine, Mitanni
 |  |  |
| * establishment of ‘empire’: military campaigns in Nubia, Syria-Palestine
 |  |  |
| * image of the ‘warrior pharaoh’
 |  |  |
| * administration of the ‘empire’: Nubia and Syria-Palestine
 |  |  |
| * nature of Egyptian imperialism
 |  |  |
| * maintenance of the ‘empire’: Amenhotep II, Thutmose IV
 |  |  |

# Historical period: Option B – New Kingdom Egypt Amenhotep III to the death of Ramesses II 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 |
| Survey |  |  |
| the chronological and geographical context of Egypt in the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Internal developments, including:
 |  |  |
| * reign of Amenhotep III
 |  |  |
| * the Amarna ‘revolution’: religion, kingship, Akhetaten (Tel el-Amarna)
 |  |  |
| * failure of the Amarna ‘revolution’
 |  |  |
| * post-Amarna reforms: restoration of Amun and other gods
 |  |  |
| * political and religious significance of building programs
 |  |  |
| * establishment and significance of the Nineteenth Dynasty to the death of Ramesses II
 |  |  |
| * role and contribution of rulers: Amenhotep III, Akhenaten, Tutankhamun, Horemheb, Set I, Ramesses II
 |  |  |
| * changing role and contribution of queens: Tiye, Nefertiti, Ankhesenamun, Nefertari
 |  |  |
| * role and contribution of prominent officials within Egypt and the empire
 |  |  |
| Focus of study* Foreign relations, including:
 |  |  |
| * maintenance and administration of the ‘empire’: Nubia and Syria-Palestine
 |  |  |
| * relationship with vassal rulers: Rib-Addi of Byblos, Aziru of Amurru
 |  |  |
| * image of the ‘Warrior Pharaoh’
 |  |  |
| * changing relations with foreign powers: Mitanni, Hittites
 |  |  |
| * Ramesside imperialism: the wars of Seti I and Ramesses II
 |  |  |
| * Battle of Kadesh: background, course and consequences
 |  |  |
| * Egyptian-Hittite Peace Treaty, diplomatic marriage, trade and cultural exchange
 |  |  |

# Historical period: Option C – The ancient Levant First Temple period c.970 – 586 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 |
| Survey |  |  |
| the chronological and geographical context of the Ancient Levant in the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Israel and Judah in the ancient Levant, including:
 |  |  |
| * the ancient Levant as a strategic geopolitical location and the evidence for the presence of other peoples: the Philistines, Phoenicians, and the kingdoms of Edom, Moab, Ammon and Aram-Damascus
 |  |  |
| * expansion of population, trade and settlement in the region
 |  |  |
| * the reign of Solomon and the building of the First Temple
 |  |  |
| * division of the kingdoms of Israel and Judah under Rehoboam c.931 BC
 |  |  |
| * changing relations between the northern kingdom of Israel and the southern kingdom of Judah, 931-722 BC
 |  |  |
| Focus of study* Foreign relations with Assyria and Babylon, including:
 |  |  |
| * the prosperity of the northern kingdom of Israel and contact with its neighbours from the mid-10th century BC
 |  |  |
| * the Assyrian conquest of the northern Kingdom of Israel and its capital Samaria in 722 BC
 |  |  |
| * the contributing factors and outcomes of the campaign of Assyrian King Sennacherib against Judah in 701 BC
 |  |  |
| * Judah’s prosperity in the 8th to 6th centuries BC as a client-state of Assyria
 |  |  |
| * relations with the Babylonian Empire
 |  |  |

# Historical period: Option D – Cyrus II to the death of Darius 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 |
| Survey |  |  |
| the chronological and geographical context of Persia in the Near East and Asia, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Internal developments of Persia, including:
 |  |  |
| * reign of Cyrus II
 |  |  |
| * establishment of Achaemenid dynasty
 |  |  |
| * nature and significance of Persian kingship, issues of dynastic succession
 |  |  |
| * nature and purpose of building programs: Pasargadae, Susa, Persepolis
 |  |  |
| * role and contribution of kings from Cyrus II to Darius III
 |  |  |
| Focus of study* The Persian Empire, including:
 |  |  |
| * role and composition of the Persian army
 |  |  |
| * expansion of the empire: conquests and expeditions, Persian invasions of mainland Greece under Darius and Xerxes
 |  |  |
| * maintenance of the empire: suppression of revolts and treatment of subject peoples: Egypt, Babylon and the Jews
 |  |  |
| * religious and economic policies
 |  |  |
| * administration of the empire: role of satraps, taxation, coinage, transport, communication
 |  |  |
| * Macedonian invasion and overthrow of the Persian Empire
 |  |  |
| * the ‘decline’ of the Persian Empire
 |  |  |

# Historical period: Option E – Imperial China, the Qin and the Han 247 – 87 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 |
| Survey |  |  |
| the chronological and geographical context of China in the East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Establishment of Qin power, including:
 |  |  |
| * reasons for the success of the Qin: unification of the Warring States
 |  |  |
| * creation of the position of emperor: nature and basis of power
 |  |  |
| * reforms of the Qin: political, cultural and legal
 |  |  |
| * role and contribution of Li Si
 |  |  |
| * problems of succession and decline of imperial power
 |  |  |
| Focus of study* Fall of the Qin and establishment of the Han, including:
 |  |  |
| * reasons for the fall of the Qin: unification of the Warring States
 |  |  |
| * establishment of the Han: role and contribution of emperors from Gaozo to Jingdi
 |  |  |
| * nature and role of Confucianism in the Han government
 |  |  |
| * role of empress dowagers: Empress Lu Zhi, Empress Dou
 |  |  |
| * reign of Emperor Wudi: political and cultural reforms
 |  |  |
| Focus of studyThe empire, including: |  |  |
| * expansion of the empire: relations with neighbouring tribes, conquests and expeditions, wars against the Xiongnu
 |  |  |
| * management and maintenance of the empire: changing role of government officials and local elite, suppression of revolts, Rebellion of the Seven States
 |  |  |
| * administration of the empire: provincial building programs, organisation of provinces, taxation, trade monopolies, communication, coinage
 |  |  |

# Historical period: Option F – The Greek world 500-440 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 |
| Survey |  |  |
| the chronological and geographical context of ancient Greece in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Persian Wars, including:
 |  |  |
| * origins: Persian imperialism, Ionian Revolt
 |  |  |
| * invasion of 490 BC: Battle of Marathon, role of Miltiades
 |  |  |
| * inter-war period: preparation and developments in Persia and Greece
 |  |  |
| * invasion of 480-479 BC: Battles of Thermopylae and Artemisium, Salamis, Plataea and Mycale
 |  |  |
| * role and contribution of Themistocles, Leonidas, Pausanius, Eurybiades
 |  |  |
| * reasons for Greek victory and Persian defeat
 |  |  |
| Focus of study* Development of Athens and the Athenian Empire, including:
 |  |  |
| * Delian League: origins, aims, organisation and activities to the Battle of the Eurymedon River, role and contribution of Cimon and Aristides the Just
 |  |  |
| * transformation of the Delian League into the Athenian Empire
 |  |  |
| * nature of Athenian imperialism, changing relations with allies
 |  |  |
| * key democratic developments: influence of the *thetes*, ostracism, citizenship law
 |  |  |
| Focus of study* Athens and Sparta, including:
 |  |  |
| * impact of Persian Wars
 |  |  |
| * nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism
 |  |  |

# Historical period: Option G – 4th century Greece to the death of Philip II 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 |
| Survey |  |  |
| the chronological and geographical context of ancient Greece in the Mediterranean, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Significant developments 404-362 BC, including:
 |  |  |
| * nature and impact of the Spartan hegemony, role and significance of Lysander, Agesilaus, the Corinthian War
 |  |  |
| * Persian intervention, significance of the ‘King’s Peace’
 |  |  |
| * Second Athenian Confederacy
 |  |  |
| * changes in Greek warfare
 |  |  |
| * nature and impact of the Theban hegemony, role of Epaminondas, Pelopidas
 |  |  |
| Focus of study* Greece and the rise of Macedon, including:
 |  |  |
| * consequences of Battle of Mantinea
 |  |  |
| * key political, economic and social features of the Macedonian kingdom
 |  |  |
| * nature of Macedonian kingship, accession of Philip II
 |  |  |
| * Philip’s reforms of the Macedonian army
 |  |  |
| * Macedonian expansion into Greece: diplomacy and war
 |  |  |
| * Battle of Chaeronea: background, course and consequences
 |  |  |
| * opposition to Philip II: Demosthenes
 |  |  |
| * assassination of Philip II: motives and manner of his death
 |  |  |

# Historical period: Option H – The fall of the Roman Republic 78-31 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 |
| Survey |  |  |
| the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Political developments in the late Republic, including:
 |  |  |
| * legacy of Sulla
 |  |  |
| * Pompey: significance of military and political career
 |  |  |
| * significance of the consulship of Pompey and Crassus in 70 BC
 |  |  |
| * role and significance of Cicero
 |  |  |
| * First Triumvirate: aims, roles and responsibilities of Caesar, Pompey and Crassus
 |  |  |
| * activities and breakdown of the First Triumvirate
 |  |  |
| * political crises: role of the Senate, use of the army for political purposes, urban violence
 |  |  |
| * role of *optimates*, *populares*
 |  |  |
| * Caesar and Pompey: political competition and responsibility for outbreak of the Civil War 49-45 BC
 |  |  |
| * significance of Caesar’s dictatorship
 |  |  |
| Focus of studyWars and expansion, including: |  |  |
| * Pompey’s extraordinary commands and the Eastern Settlement
 |  |  |
| * Caesar’s military activities in Gaul, Germany and Britain
 |  |  |
| * significance of the Mithridatic and Parthian Wars
 |  |  |
| Focus of studyFall of the Republic, including: |  |  |
| * impact of Caesar’s assassination
 |  |  |
| * formation, activities and breakdown of the Second Triumvirate
 |  |  |
| * rivalry and Civil War between Mark Antony and Octavian: role of Cleopatra VII, Battle of Actium
 |  |  |

# Historical period: Option – The Augustan Age 44 BC-AD 14 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 |
| Survey |  |  |
| the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Establishment of the principate, including:
 |  |  |
| * impact of death of Caesar, early career of Octavian, Second Triumvirate and Civil War
 |  |  |
| * consequences and significance of the Battle of Actium
 |  |  |
| * development of the principate: settlements of 27 and 23 BC
 |  |  |
| * titles, honours and images of the *princeps*
 |  |  |
| Focus of studyThe Augustan principate, including: |  |  |
| * Augustus and the Senate: roles and responsibilities
 |  |  |
| * roles of the magistrates and officials
 |  |  |
| * significance of equestrians and freedmen
 |  |  |
| * Augustan reforms: political, social, legal, religious and administrative
 |  |  |
| * opposition to Augustus
 |  |  |
| * Augustus’ building programs: the *Forum Augustum*, the *Ara Pacis*, *Pantheon*, *Campus Martius*
 |  |  |
| * literature and propaganda: Virgil, Horace and Livy, role of Maecenas
 |  |  |
| * imperial family and problems of the succession, role of imperial women: Livia, Julia
 |  |  |
| * role and contribution of Agrippa
 |  |  |
| * death of Augustus
 |  |  |
| Focus of studyAugustus and the empire, including: |  |  |
| * Augustus and the army
 |  |  |
| * provincial government: imperial and senatorial
 |  |  |
| * frontier policy
 |  |  |

# Historical period: Option J – The Julio-Claudians AD 14-69 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 |
| Survey |  |  |
| the chronological and geographical context of Rome in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies  |  |  |
| Focus of study* Development of the principate, including:
 |  |  |
| * impact of the death of Augustus
 |  |  |
| * changing role of the *princeps* under the Julio-Claudian rulers: Tiberius, Gaius (Caligula), Claudius, Nero
 |  |  |
| * the Senate: changing role and responsibilities
 |  |  |
| * reforms and policies of the Julio-Claudian rulers: political, social, legal, religious and administrative
 |  |  |
| * changing image of the *princeps*
 |  |  |
| * political roles of the Praetorian Guard and army, role of Sejanus, Macro and Burrus
 |  |  |
| * significance of building programs
 |  |  |
| * imperial family and problems of the succession: Livia, Julia, Germanicus, Agrippina the Elder, Messalina, Agrippina the Younger
 |  |  |
| * consequences of the death of Nero
 |  |  |
| * role and contribution of Seneca
 |  |  |
| * Year of the Four Emperors: Galba, Otho, Vitellius, Vespasian
 |  |  |
| Focus of studyThe empire, including: |  |  |
| * expansion and consolidation of the empire
 |  |  |
| * the relationship of the *princeps* and the army
 |  |  |
| * administration of the empire: development of the imperial bureaucracy; role of freedmen, Pallas and Narcissus
 |  |  |
| * development of the imperial cult throughout the empire
 |  |  |