Personalities in their time evidence charts

Students develop an understanding of one ancient personality in the context of their time, through a range of archaeological and written sources and 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 personalities in their time options have been included in this one document. Please ensure students are provided only with the option they are studying.

# Option A: Egypt – Hatshepsut 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 context, including: |  |  |
| geography, topography and resources of Egypt and its neighbours |  |  |
| an overview of the early Eighteenth Dynasty |  |  |
| an overview of the social, political, military and economic structures of the early New Kingdom period |  |  |
| relationship of the king to Amun |  |  |
| an overview of religious beliefs and practices of the early New Kingdom period |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background |  |  |
| claim to the throne and succession: Divine Birth and Coronation reliefs |  |  |
| political and religious roles of the king and queen in the Seventeenth Dynasty and early Eighteenth Dynasty |  |  |
| marriage to Thutmose II |  |  |
| Focus of studyKey features and developments, including: |  |  |
| titles and changes to her royal image over time |  |  |
| foreign policy: military campaigns and expedition to Punt |  |  |
| building program: Deir-el Bahri, Karnak, Beni Hasan (Speos Artemidos) and her tombs |  |  |
| religious policy: devotion to Amun and promotion of other cults |  |  |
| relationship with the Amun priesthood, officials and nobles including Senenmut |  |  |
| relationship with Thutmose III; co-regency and later defacement of her monuments |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on her time |  |  |
| assessment of her life and reign |  |  |
| legacy |  |  |
| ancient and modern images, and interpretations of Hatshepsut |  |  |
| Focus of studyONE particular source or type of source (eg the Divine Birth and Coronation Inscriptions; Deir-el Bahri) for Hatshepsut, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option B: Egypt – Akhenaten 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 context, including: |  |  |
| geography, topography and resources of Egypt and its neighbours |  |  |
| an overview of the Eighteenth Dynasty |  |  |
| an overview of the social, political, military and economic structures of the Eighteenth Dynasty |  |  |
| role of Amun and Amun priesthood |  |  |
| roles of the king and relationship to the gods, including Amun |  |  |
| an overview of religious beliefs and practices of the Eighteenth Dynasty |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and evidence for early years |  |  |
| marriage: queens and consorts |  |  |
| Focus of studyKey features and developments, including: |  |  |
| titles and changes to his royal image over time |  |  |
| early building program, including East Karnak |  |  |
| transfer of capital to Akhetaten: political and religious motives |  |  |
| Akhetaten: function and layout of the city |  |  |
| religious policy: reforms, nature, importance and impact of Aten worship |  |  |
| artistic innovations and development: representations of the Aten, Akhenaten and the royal family, the natural world  |  |  |
| foreign policy: Syria-Palestine, Nubia |  |  |
| changes to afterlife beliefs and funerary customs: royal and non-royal tombs |  |  |
| role of Nefertiti and the issue of the co-regency |  |  |
| role of the royal family |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and reign |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Akhenaten |  |  |
| Focus of studyONE particular source or type of source (eg the Amarna Letters; Amarna tombs) for Akhenaten, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option C: The Near East – Sennacherib 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 context, including: |  |  |
| geography, topography and resources of the Assyrian Empire |  |  |
| relations with neighbours |  |  |
| organisation of empire |  |  |
| Assyrian concept of kingship |  |  |
| an overview of the political, military, economic and social structure of the Assyrian Empire |  |  |
| an overview of Assyrian and Babylonian religions |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background  |  |  |
| education |  |  |
| early political and administrative career |  |  |
| Focus of studyKey features and developments, including: |  |  |
| succession to kingship |  |  |
| military campaigns and defence of the empire |  |  |
| religious policies: promotion of Assur |  |  |
| imagery and representations of the king |  |  |
| technological innovations: public works and building programs |  |  |
| foreign policy: relations with vassal states, Babylon, Elam and Lachish |  |  |
| organisation and administration of the empire |  |  |
| manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and reign |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Sennacherib |  |  |
| Focus of studyONE particular source or type of source (eg the Royal Inscriptions of Sennacherib; Nineveh) for Sennacherib, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option D: The Near East – 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 context, including: |  |  |
| geography, topography and resources of the Persian Empire |  |  |
| an overview of Persian political, social and military structures |  |  |
| expansion of the Persian Empire |  |  |
| an overview of religion in the Persian Empire |  |  |
| Persian concept of kingship |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and status |  |  |
| succession to kingship |  |  |
| Focus of studyKey features and developments, including: |  |  |
| administration of the Persian Empire |  |  |
| revolts in the empire: Egypt, Babylon |  |  |
| religious policy |  |  |
| building program: Persepolis |  |  |
| images and representations of Xerxes as king |  |  |
| foreign policy: role in the invasion of the Greek mainland |  |  |
| relationship with prominent Persians and non-Persians |  |  |
| manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and reign |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Xerxes |  |  |
| Focus of studyONE particular source or type of source (eg Herodotus, Books V-IX; Persepsolis) for Xerxes, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option E: China – Qin Shihuangdi 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 context, including: |  |  |
| geography, topography and resources of China and its neighbours |  |  |
| historical overview of the Warring States Period |  |  |
| an overview of social, political and legal structures of the state of Qin |  |  |
| an overview of significant political and military developments |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and status |  |  |
| succession to kingship of Qin |  |  |
| regency: relationship with Lu Buwei |  |  |
| early career: attempted coup of Lao Ai |  |  |
| Focus of studyKey features and developments, including: |  |  |
| wars of conquest: campaigns against Han, Zhao, Wei, Chu, Yan and Li |  |  |
| role in the establishment of imperial power – reforms of standardisation, policies and titles |  |  |
| relationship with court officials – Li Si |  |  |
| organisation and administration of the empire: commanderies and counties, road system, royal tours |  |  |
| building program: Xi’an, provincial and defensive projects |  |  |
| impact of personality on his career |  |  |
| assassination attempts |  |  |
| search for immortality and construction of the emperor’s tomb |  |  |
| manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and reign |  |  |
| legacy |  |  |
| ancient and modern interpretations of Qin Shihuangdi |  |  |
| Focus of studyONE particular source or type of source (eg Tomb of the First Emperor; Sima Qian, *Shiji* Book VI) for Qin Shihuangdi, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option F: Greece – 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 context, including: |  |  |
| geography, topography and resources of Athens, Attica and the Athenian Empire |  |  |
| an overview of the development of Athenian democracy |  |  |
| an overview of Athenian social, religious and economic structures |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and education |  |  |
| early political career to 460 BC |  |  |
| Focus of studyKey features and developments, including: |  |  |
| democratic reforms and policies |  |  |
| military career |  |  |
| building program |  |  |
| roles as general (*strategos*) and politician |  |  |
| methods of maintaining leadership and influence |  |  |
| promotion of Athenian imperialism |  |  |
| role and influence in the development of Athens, the ‘Golden Age’ |  |  |
| relationships with prominent individuals: Aspasia, Ephialtes, Pheidias |  |  |
| role in the Peloponnesian War 431 BC: causes, strategies and leadership |  |  |
| manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and career |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Pericles |  |  |
| Focus of studyONE particular source or type of source (eg Thucydides – Book II; the Acropolis) for Pericles, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option G: Greece – Alexander the Great 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 context, including: |  |  |
| geography, topography and resources of Macedon |  |  |
| Macedon’s relationship to the Greek world |  |  |
| an overview of Macedonian political and social structures |  |  |
| impact of Philip II’s military reforms |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background  |  |  |
| education, early career and ambitions |  |  |
| problems with the succession |  |  |
| Focus of studyKey features and developments, including: |  |  |
| impact of the assassination of Philip II |  |  |
| consolidation of Macedonian control of Greek mainland |  |  |
| generalship and military campaigns: Issus, Granicus, Gaugamela, Hydaspes |  |  |
| organisation and administration of the empire, foundation of cities, marriages |  |  |
| impact of personality on career |  |  |
| relationship with army and generals: Parmenio, Cleitus, Hephastion |  |  |
| relationships with Macedonians, Greeks and non-Greeks |  |  |
| manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and reign |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Alexander |  |  |
| Focus of studyONE particular source or type of source (eg Arrian – Book IV; coinage) for Alexander the Great, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option H: Rome – Tiberius Gracchus 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 context, including: |  |  |
| geography, topography and resources of Rome and provinces |  |  |
| an overview of significant political, military, economic and social developments |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and position |  |  |
| education  |  |  |
| early career |  |  |
| Focus of studyKey features and developments, including: |  |  |
| tribunate: 133 BC |  |  |
| *lex agraria*: impact on Rome and Italy, his motives and methods |  |  |
| relationship with Senate and plebeians |  |  |
| other reforms: foreign affairs, finances |  |  |
| political supporters: Appius Claudius, P. Scaevola, Crassus Mucianus, G. Gracchus |  |  |
| political opponents: Octavius, Scipio Nasica, Scipio Aemilianus |  |  |
| assassination: motives, manner and impact of his death |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and career |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Tiberius Gracchus |  |  |
| Focus of studyONE particular source or type of source (eg Plutarch, ‘Life of Tiberius Gracchus’; coinage) for Tiberius Gracchus, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option I: Rome – Julius Caesar 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 context, including: |  |  |
| geography, topography and resources of Rome and provinces |  |  |
| an overview of Roman political and social structures |  |  |
| an overview of significant political and military developments |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and position |  |  |
| education, early life and ambitions |  |  |
| paths to power: priesthoods, Marian connections, political alliances and marriages |  |  |
| early political career to 60 BC  |  |  |
| Focus of studyKey features and developments, including: |  |  |
| role in First Triumvirate |  |  |
| Gallic Wars: campaigns and tactics, siege of Alesia |  |  |
| relationship with his army |  |  |
| relationship with the Senate |  |  |
| role in the Civil War |  |  |
| political supporters and enemies |  |  |
| personal relationships: Julia, Cleopatra VII, Brutus, Mark Antony, Cicero |  |  |
| impact of personality on career, the significance of his writings |  |  |
| dictatorship: policies and reforms |  |  |
| assassination: motives, manner and impact of his death  |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on his time |  |  |
| assessment of his life and career |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Julius Caesar |  |  |
| Focus of studyONE particular source or type of source (eg Plutarch, ‘Life of Caesar’; statuary) for Julius Caesar, including: |  |  |
| the value and limitations of the source |  |  |
| an evaluation of the source in the context of other available sources, including problems of evidence |  |  |

# Option J: Rome – Agrippina the Younger 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 context, including: |  |  |
| geography, topography and resources of Rome and the Roman Empire |  |  |
| an overview of Roman social and political structures, the principate |  |  |
| role of imperial women in Roman society |  |  |
| Focus of studyBackground and rise to prominence, including: |  |  |
| family background and status |  |  |
| early life, ambitions and marriages |  |  |
| Focus of studyKey features and developments, including: |  |  |
| basis of her power and influence, patronage |  |  |
| role during the reign of Gaius (Caligula), including exile |  |  |
| role during the reign of Claudius |  |  |
| role and changing relationship with Nero during his reign |  |  |
| relationships with other members of the imperial court: Seneca, Burrus and imperial freedmen |  |  |
| impact of her personality on her role and public image |  |  |
| attempts on her life |  |  |
| death: motives, manner and impact of death  |  |  |
| Focus of studyEvaluation, including: |  |  |
| impact and influence on her time |  |  |
| assessment of her life and career |  |  |
| legacy |  |  |
| ancient and modern images and interpretations of Agrippina the Younger |  |  |
| Focus of studyONE particular source or type of source (eg Tacitus – selected excerpts; coinage) for Agrippina the Younger, including: |  |  |
| the value and limitations of the source |  |  |