



DICKSON COLLEGE
excellence opportunity community

**UNIT OUTLINE
SEMESTER 1 2014**

COURSE: HISTORY

UNIT: THE DARK AGES (T)

DICKSON COLLEGE
A PUBLIC SENIOR SECONDARY SCHOOL
PHILLIP AVENUE, DICKSON
AUSTRALIAN CAPITAL TERRITORY

COURSE TITLE	HISTORY	COURSE CODE	3059	ACCREDITATION	T
UNIT TITLE	THE DARK AGES	UNIT CODE	31275	UNIT VALUE	1.0

CLASS CODE	5HMES1	EMAIL	ROOM	
TEACHER / ROOM	Ben Godwin/N46	Benjamin.Godwin@ed.act.edu.au	N46	

GOALS | From the accredited course document:

- Demonstrate investigation and interpretation skills necessary to solve problems of evidence and achieve independence in researching
- Communicate a logically developed, articulate and focussed argument to convey historical positions or ideas
- Demonstrate knowledge, awareness and understanding of significant individuals, social groups, places, events and technologies related to the Dark Ages
- Evaluate critically the role of religion during the Dark Ages

CONTENT | From the accredited course document:

This content focuses on the time period between 300 AD and 1100 AD.

- Decline of the Roman Empire in the West
- Post Roman Britain
- The Catholic Church
- The Byzantine Empire
- The Rise of Islam
- Western Europe from the Ninth to the Eleventh Centuries

ASSESSMENT CRITERIA | From the accredited course document:

Investigation

- accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources
- accurate, detailed comprehension in the classification, analysis and evaluation of information.

Interpretation

- accurate, detailed understanding of perspective and drawing conclusions about historical significance from sources
- imagination and independence in hypothesising, synthesising, constructing arguments and assessing the available evidence
- empathetic understanding of values and cultures

Communication

- fluency and clarity using historical conventions
- the use of diverse methods of presentation
- the exchange of ideas in examining historical issues

UNIT CONTENT AND ASSESSMENT SCHEDULE

UNIT CONTENT AND ASSESSMENT SCHEDULE					
WEEK	DATES	CONTENT	GENERAL INFORMATION	ASSESSMENT	WEIGHTING
1	Feb 3 - Feb 7	Introduction: The Fall of Rome 'Dark Ages' or Early Middle Ages?	Mon Feb 3: New students Tue Feb 4: All students		
2	Feb 10 - Feb 14	The Byzantine Empire Justinian and Theodora			
3	Feb 17 - Feb 21	Code of Justinian Conquest in the West Hagia Sophia	Mon Feb 17: Meet The Teacher Evening		
4	Feb 24 - Feb 28	An over-extended empire? Assessment of Justinian's reign	Tue Feb 25: Newsletter		
5	Mar 3 - Mar 7		Tue Mar 4: Moderation Day (No classes on Tuesday)		
6	Mar 10 - Mar 14	Introduction to Islam The Life of Muhammad The Four Rightly Guided Caliphs	Mon Mar 10: Canberra Day Thu Mar 13: Science Symposium	Document Test	20%
7	Mar 17 - Mar 21	Umayyad Caliphate Battle of Poitiers			
8	Mar 24 - Mar 28	The Abbasid Caliphate The House of Wisdom	Mon Mar 24: Maths Tests Day Tue Mar 25: Newsletter Tue Mar 25: Reports Posted		
9	Mar 31 - Apr 4	Umayyad Spain Abd-ar-Rahman III	Mon Mar 31: P/T Night	Research Essay	30%
10	Apr 7 - Apr 11		Sat Apr 5: Euro Trip Departs		
CLASS FREE PERIOD			(EURO TRIP RETURNS THU 24 APRIL)		
11	Apr 28 - May 2	The Catholic Church Pope Gregory the Great	Fri May 2: Year 12 AST Trial 1		
12	May 5 - May 9	Augustine of Canterbury Christianity in England			
13	May 12 - May 16	The Merovingians			
14	May 19 - May 23	The Carolingians Charlemagne and the Holy Roman Empire	Tue May 20: Newsletter	In-Class Essay	20%
15	May 26 - May 30	Carolingian Renaissance: art, architecture and culture	Mon May 26: Open Night		
16	Jun 2 - Jun 6	1066 Invasion of Saxon England			
17	Jun 9 - Jun 13		Mon Jun 9: Queen's Birthday	Seminar	30%
18	Jun 16 - Jun 20	Cross-line testing: Wed, Thurs & Fri	Excursion Free Week Jun 18-23: Testing		
19	Jun 23 - Jun 27	Cross-line testing: Mon Assessment and Reporting	Tue Jun 24: Newsletter Wed Jun 25: Handback Day Assessment		
20	Jun 30 - Jul 4	Assessment and Reporting	Assessment and Reporting Work Experience Week		

Teaching period: Q1

Teaching period: Q2

NOTE: THE DATES IN THIS OUTLINE MAY BE SUBJECT TO CHANGE. TEACHERS WILL NOTIFY STUDENTS OF CHANGES WHERE NECESSARY.

CLASSROOM TEACHER:		EXECUTIVE TEACHER:		DATED:	FEB 2013
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UNIT GRADES FOR COURSES (T)

GRADE	INVESTIGATION	INTERPRETATION	COMMUNICATION
A STUDENT WHO ACHIEVES THE GRADE A TYPICALLY	displays confidence, flexibility and initiative in locating, selecting, analysing, recording and acknowledging sources.	shows insight and a critical awareness of alternative perspectives in resolving complex issues, assesses evidence to construct independent hypotheses and arguments, has a sophisticated empathetic understanding of values and cultures.	communicates findings with clarity, vitality and imagination, using diverse and effective methods of presentation, engages in dynamic exchanges of ideas in examining historical issues.
A STUDENT WHO ACHIEVES THE GRADE B TYPICALLY	is accurate, analytical, and attentive to detail in locating, selecting, recording and acknowledging sources.	shows some insight and critical awareness of perspectives in resolving issues, assesses evidence to attempt hypotheses and construct arguments, has an empathetic understanding of values and cultures.	communicates in an articulate and thoughtful manner using diverse methods of presentation, engages in exchange of ideas in examining historical issues.
A STUDENT WHO ACHIEVES THE GRADE C TYPICALLY	uses appropriate and obvious information when locating, selecting, recording and acknowledging sources.	shows awareness of perspectives in resolving issues, constructs arguments based on the evidence, understands differences in values and cultures.	communicates coherently and competently, sometimes varying the methods of presentation, participates in exchanges of ideas in examining historical issues.
A STUDENT WHO ACHIEVES THE GRADE D TYPICALLY	locates and records obvious information and has limited acknowledgement of sources.	shows awareness of perspectives, produces responses which are descriptive based on research, has limited recognition of values and cultures.	communicates with basic fluency, structure and methods of presentation, participates in some exchanges of ideas in examining historical issues.
A STUDENT WHO ACHIEVES THE GRADE E TYPICALLY	uses obvious information; relies on assistance to locate and record information; lacks acknowledgement of sources.	produces responses which are descriptive.	communicates with limited fluency and structure.

IMPORTANT ASSESSMENT INFORMATION

THE FOLLOWING ARE IMPORTANT FACTORS COMMON TO ALL UNITS OF STUDY AT DICKSON COLLEGE:

- **ATTENDANCE AND PARTICIPATION**
- **LATE SUBMISSION OF WORK**
- **NOTIONAL ZEROS**
- **SPECIAL CONSIDERATION (ILLNESS AND MISADVENTURE)**
- **CHEATING AND DISHONEST PRACTICE**
- **PLAGIARISM and ACADEMIC HONESTY**
- **DECLARATION OF ORIGINAL WORK**
- **MODERATION PROCEDURES**
- **UNIT SCORE CALCULATION (where applicable)**
- **RIGHTS TO APPEAL**

STUDENTS, PARENTS AND CARERS ARE DIRECTED TO THE **ACT BOARD OF SENIOR SECONDARY STUDIES (BSSS) POLICIES AND PROCEDURES MANUAL 2013** FOR FURTHER DETAILS. THE **BSSS POLICIES AND PROCEDURES MANUAL** IS AVAILABLE FROM THE EXECUTIVE TEACHER, ASSESSMENT AND CERTIFICATION; FACULTY EXECUTIVE TEACHERS; AND DEPUTY PRINCIPALS. BSSS PUBLICATIONS ARE ALSO AVAILABLE TO DOWNLOAD FROM THE BSSS WEBSITE (www.bsss.act.edu.au).