

This task requires filming to record an illustrated talk and online submission. This may cause access issues for some students.

NZQA Approved

Remote Internal Assessment Resource

Classical Studies Level 3

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 91397  Demonstrate understanding of significant ideology(ies) in the classical world |
| Resource title: Messages of Empire |
| 6 credits |
| This resource:   * Clarifies the requirements of the Standard when delivered remotely * Supports good remote assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | Originally published December 2012. Edited April 2020  To support remote internal assessment during Covid -19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91395-01-6440 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Classical Studies 91397: Demonstrate understanding of significant ideology(ies) in the classical world

Resource reference: Classical Studies 3.4AR

Resource title: Messages of Empire

Credits: 6

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent remote assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Classical Studies 91397. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to give a digitally recordedillustrated talk analysing aspects of the political ideology(ies) of the Roman Empire that are communicated in its art and architecture.

Before using this resource, select a range of detailed examples as primary evidence for the task and resources for the students to refer to. You may want to let students choose their own examples of art and/or architecture, either from a range of examples or from resources that you provide. If so, have them check their selection with you before they begin writing.

Conditions

This assessment task will take approximately three weeks You can change the time period to suit your class programme and your students.

If it is more appropriate for the students, you could require them to present a written report, including illustrations, instead of giving a digitally recorded talk.

Students may work in online pods to gather evidence and develop their ideas. However, they will need to submit their own work for assessment and will be assessed individually. Ensure that they carry out sufficient work under supervision to allow monitoring of progress and authentication of work. Students submitting digital drafts of their work is recommended.

Students should submit an accurate reference list or bibliography that includes all sources they have used in this activity. It will not be assessed, but will be used for authentication purposes.

Resource requirements

While using secondary source material to support points is not a requirement of the standard at any level of achievement, students are strongly encouraged to do so. This may allow students to demonstrate perceptive understanding of significant ideology(ies) in the classical world. Note that:

* primary sources include evidence surviving from the classical world, including written material in translation and artefacts of all kinds
* secondary sources include evidence drawn from later commentaries, for example, books, websites, encyclopaedias, and later works of art and architecture.

Accessing online resources from data bases or e book catalogues is recommended. Some resources that are suitable for examining political ideology in the context of Roman art and architecture are:

* Chris Scarre, *Chronicle of the Roman Emperors*
* H. H. Scullard, *From the Gracchi to Nero: A History of Rome from 133 BC to AD 68* (Chapters 8­–12)
* Mortimer Wheeler, *Roman Art and Architecture*
* Jonathan Campbell, *Roman Art and Architecture: From Augustus to Constantine*
* Susan Walker and Andrew Burnett, *The Image of Augustus*
* Andrew and Nancy Ramage, *Roman Art: From Romulus to Constantine*
* Ronald Syme, *The Roman Revolution*
* Michael Grant, *The Twelve Caesars*.

You may find helpful material for art and architecture on the following websites.

* Classical Art Research Centre: The Beazley Archive <http://www.beazley.ox.ac.uk>
* Perseus Digital Library <http://www.perseus.tufts.edu/hopper>
* The Architecture Week Great Buildings Collection <http://www.greatbuildings.com>
* The Metropolitan Museum of Art <http://www.metmuseum.org>

Additional information

This resource provides one way to assess students’ perceptive understanding of significant ideology(ies) in the classical world. Examples of some other ways you could assess this understanding are given below:

* students write,perform and digitally record their own Socratic dialogue to demonstrate understanding of the Socratic method of inquiry
* students examine the ideologies of ancient peoples involved in conflict in the ancient world, for example, by writing a defence or prosecution speech for an ancient Greek or Roman military leader
* students compare the ideology behind the administration of justice in 5th century BCE Athens with that driving the administration of justice in 1st century BCE Rome, possibly with reference to the works of Demosthenes and Cicero
* students compare two religious ideologies, for example, Stoicism and Epicureanism, by applying the ideology to a given or chosen situation to demonstrate differences in approach.

Students will use an online medium of their choice to present their perceptive understanding. Formats of presentation could include, but are not limited to, a computer-assisted presentation, a photo-booklet, an essay with annotated images, or a brochure. Discuss with students the suitability of their chosen mode.

**Internal Assessment Resource**

Achievement Standard Classical Studies 91397: Demonstrate understanding of significant ideology(ies) in the classical world

Resource reference: Classical Studies 3.4AR

Resource title: Messages of Empire

Credits: 6

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of significant ideology(ies) in the classical world. | Demonstrate in-depth understanding of significant ideology(ies) in the classical world. | Demonstrate perceptive understanding of significant ideology(ies) in the classical world. |

Student instructions

Introduction

This activity requires you to demonstrate understanding of aspects of the political ideology(ies) of the Roman Empire that are communicated in its art and/or architecture. You will prepare a slideshow, write the text, and record an illustrated talk to submit in order to demonstrate your understanding.

You have studied the form and function of some examples of Roman art and architecture in class. In this activity, you will examine these and/or further examples as primary source evidence and comment on the messages of Empire that they convey. You will be relating the ideology(ies) of Empire to the wider cultural context of art and architecture.

You will be assessed on how perceptively you analyse the political ideologies of the Roman Empire using examples of art and/or architecture to illustrate and support your analysis.

You may work in online pods to gather evidence and develop your ideas. However, you will need to submit your own work for assessment and it will be assessed individually.

At all times the quality of your ideas and writing is more important than the quantity.

You have three weeks for this task.

Teacher note: Adjust the time period to suit your class programme and your students.

Task

Prepare and digitally present an illustrated talk entitled ‘Messages of Empire’

Analyse examples of Roman art and/or architecture.

Write the text for your recorded talk.

Teacher note: Insert detail about the examples of art and architecture here. You may choose to provide examples for all of the students to use. Alternatively, you could provide guidance on choosing their own examples and checking their selection with you before they begin writing.

In your talk, analyse a range of aspects of the examples that demonstrate significant political ideas and thought from the Roman Empire. Aspects of the works that you could examine and analyse are:

* the site and original purpose
* the materials used and the dimensions
* inscriptions on the works.

You may include other aspects.

In your recorded talk, make sure you show insight into the political ideologies of the Roman Empire by including sufficient detail and evidence (including Primary Source Evidence) for your points.

A talk that shows insight could include:

* reasons for similarities and differences in your examples
* themes and patterns across a range of examples
* links to cultural expectations and/or codes of behaviour
* an explanation of any limitations of the sources of your evidence.

Write a bibliography that includes all of the sources you have used. (This is required but not assessed.)

Make a slideshow of images of your examples of art and/or architecture to illustrate your recorded talk.

Present and record your talk digitally and submit it to your teacher in an appropriate way (for example by saving it in a shared Google drive or online dropbox or by presenting it during an online Zoom-type conference with the recording function enabled). Don’t forget to also submit the written transcript of your talk and bibliography to your teacher.

Assessment schedule: Classical Studies 91397 Messages of Empire

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has related political ideology to the wider context of art and architecture to demonstrate understanding of significant political ideology(ies) of the Roman Empire.  The student has used illustrations as primary evidence to support their analysis of the political messages conveyed by examples of art and architecture.  An example of analysis of an ideological message conveyed by the aspect of size is:  The Colosseum’s great size conveyed the idea that the emperor who had it built was a very powerful man.  The vast amphitheatre (188 x 156 x 48.5 m) with its four levels of ornate decoration would have impressed and still does impress visitors to Rome, although the statues that used to be in each arch are no longer there and the walls have partially broken down. The great size of this amphitheatre was intended to make Roman citizens proud of their state and to impress foreign visitors to Rome.  The examples above relate to only part of what is required, and are just indicative. | The student has given informed analysis of a range of political messages conveyed by examples of its art and architecture to demonstrate in-depth understanding of significant political ideology(ies) of the Roman Empire.  The student has used illustrations of specific relevance to the context as primary evidence to support their informed analysis of the political messages conveyed by examples of art and architecture.  An example of informed analysis of ideological messages conveyed by the aspect of size is:  The Colosseum’s great size and the great amount of complex and ornate decoration on it conveyed to Roman citizens and visitors to Rome messages about the Emperor Vespasian, who commissioned it. They conveyed the idea that he was a benevolent ruler of a powerful, rich, and sophisticated state because its design and construction required huge expense, skilled architects and labour, and well-coordinated organisation.  The great size of the amphitheatre (188 x 156 x 48.5 m) meant that spectacular, bloodthirsty sports could be enjoyed by masses of people at once, leading them to feel gratitude towards the emperor.  The vastness of this building might well have been overpowering for viewers had it not been divided up externally into levels of decorative columns of three architectural orders – Doric, Ionic, and Corinthian, in ascending order. This decoration served to both impress people and to enable them to relate to and identify with a building that was so massive.  *The examples above relate to only part of what is required, and are just indicative.* | The student has shown insight into a range of aspects of imperial Roman political ideology(ies) conveyed by examples of its art and architecture to demonstrate perceptive understanding of significant political ideology(ies) of the Roman Empire.  The student has used illustrations of specific relevance to the context as primary evidence to support an analysis that shows insight into the political messages conveyed by examples of art and architecture.  The student has shown perceptive understanding by providing insight into features such as:   * reasons for similarities and differences in representation of political ideology * themes and patterns * cultural expectations and codes of behaviour * limitations of sources of evidence.   An example of informed analysis showing insight into the ideological messages conveyed by the aspect of size is:  The Colosseum’s great size (188 x 156 x 48.5 m) and the vast amount of decoration on it conveyed strong messages to the inhabitants of Rome about the Emperor Vespasian, who had ordered it to be built. They conveyed the idea that he was a beneficent ruler and the state of which they were part was confident, rich, and powerful – one they were proud to identify with.  On the other hand, to the vulnerable in society, such as some slaves, people heavily in debt, or members of the Christian sect, the great size of the building and the spectacles table to be performed there presented a fearful reminder of the weight of Roman punishment hanging over those who did not fit the state’s ideals.  This massive building with capacity for some 60,000 spectators was large enough to enable citizens of all orders, even women, to participate together at the same time in the exciting atmosphere of spectator blood sports. This experience of mass entertainment effectively fostered grateful citizens’ support for the regime and this feeling would have been reinforced every time there was another set of gladiatorial games.  *The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.