

CLASSICAL STUDIES GLO3003Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91398 (VERSION 2) CLASSICAL STUDIES 3.5

Demonstrate understanding of the lasting influences of the classical world on other cultures across time

Level 3, Internal assessment

6 credits

STUDENT INSTRUCTIONS

Overview

This activity requires students to demonstrate understanding of the lasting influences of the classical world, using mythology across three points in time as a context.

Students will be assessed on **how perceptively** they demonstrate understanding of the lasting influences of the classical world on other cultures across time.

Students will produce an analysis of a rendition of a myth across time, examining and exploring the social/political context in which it was created. Next, it is important to examine and explore similarities and differences in rendition, themes, and patterns in the material. Finally, students will develop hypotheses about reasons for the lasting influences of the myth.

Conditions

- This assessment task may take three weeks. Students may work in groups to gather evidence and develop their ideas. However, they will submit their own work for assessment and it will be assessed individually.
- All work should be your own. This is an open book assessment
- You must sign the authentication statement on the booklet You can do this assignment at any stage, although it would be advisable to complete booklets GLO3001, GLO3002, and GLO3003 first
- You are going to research the lasting influences of the classical world on other cultures across time. You can use the material from booklets GLO3001, GLO3002, and GLO3003 and any other books or websites you can find.
- Find material from the primary and secondary sources to explain the aspect you have selected. If applicable, you will then explain the context, explain the importance of the hypothesis in its lasting influence over time.
- Analyse the material and explain the similarities and the differences over time in the aspect you have chosen.
- As part of this analysis you will explain any themes and patterns in terms of the material you have selected. Your conclusion will also include identifying historical, political and social material required in this material. (Secondary sources may be useful here)
- You will be expected to show discernment regarding limitations of sources of evidence. This includes both primary and secondary sources.
- You must produce a bibliography of materials you have used for authentication purposes.

Supervisor requirements

You and the supervisor (if applicable) must sign the cover sheet at the back of the assessment to verify that the work is your own.

ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91398 (VERSION 2) CLASSICAL STUDIES 3.5

Demonstrate understanding of the lasting influences of the classical world on other cultures across time

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of the lasting influences of the classical world on other cultures across time.	Demonstrate in-depth understanding of the lasting influences of the classical world on other cultures across time.	Demonstrate perceptive understanding of the lasting influences of the classical world on other cultures across time.

Explanatory notes

1. This achievement standard is derived from learning objective 8.2 in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>, which is based on *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

2. *Demonstrate understanding involves:*

- using primary source evidence
- analysing aspects of the classical world and other cultures at three different points in time
- exploring the influences of aspects of the classical world on other cultures in light of that analysis.

Cultures at three different points of time refers to one of:

- ancient Greece, ancient Rome, and one post-classical culture
- ancient Greece or ancient Rome, and two post-classical cultures.

Demonstrate in-depth understanding involves:

- providing an informed analysis of aspects of the classical world and other cultures at three different points in time
- developing hypotheses about the influences of aspects of the classical world on other cultures.

Features of an in-depth analysis include:

- using primary source evidence of specific relevance to the context
- explaining a range of aspects linking the three points in time.

Demonstrate perceptive understanding involves:

- providing an analysis that shows insight into the influences of aspects of the classical world on other cultures at three different points in time.

Features of a perceptive analysis may include:

- providing reasons for similarities and differences
- establishing themes and patterns
- identifying cultural expectations and codes of behaviour
- showing discernment regarding limitations of sources of evidence.

3. Influences may be direct or indirect.
4. Aspects of the classical world and of other cultures may include – ideologies, art and architecture, literature, political and legal systems, warfare, science and ethics. Examples of contexts include theatre in classical Greece, Roman theatre, and modern theatre; or humour in Aristophanic comedy, Shakespearean comedy, and a modern television comedy. Possible context elaborations are provided in the *Teaching and Learning Guide for Classical Studies*.

ASSESSMENT RESOURCES

YOU WILL NEED

GLO3001, GLO3002, and GLO3003

Some other resources relevant to the context of Roman Mythology include:

P. Croft, *Roman Mythology*

M. Findlay, *Classical Mythology*

This resource provides one way to assess students' understanding of the lasting influences of an aspect of the classical world on other cultures across time.

Examples of some other ways this topic could be explored are in terms of:

The **hero** as found in Homer's *Odyssey* or Virgil's *Aeneid* and further.

The **underworld** myth as found in Homer's *Odyssey* or Virgil's *Aeneid* and further.

The **Orpheus** myth as found in Hesiod, Ovid and further.

The **creation** myth as found in Hesiod, Ovid and further.

Key word searches can include:

- Hesiod theogony
- Ovid metamorphosis
- Virgil *Aeneid*
- Homer *Odyssey*
- Myths of the world.

Websites

www.sacred-texts.com/cla/hesiod/theogony.htm

www.greekmythology.com/Books/Hesiod-Theogony/hesiod-theogony.html

www.otago.ac.nz/classics/scholiagfx/v03p046-052.pdf

<http://faculty.gvsu.edu/websterm/Hesiod2.htm>

www.slideshare.net/auladegrec35/the-origin-of-the-world-and-the-gods

ASSESSMENT ACTIVITY

CLASSICAL STUDIES

INSTRUCTIONS

- Read the questions carefully and write your answers in the spaces provided.
- Assemble all the materials and tools required.
- Your supervisor must be present to observe you and complete the supervisor sheet.

TASK 1: RESEARCH

Find **primary** source material to demonstrate understanding of the lasting influences of the classical world on two classical cultures, or one classical culture and two post-classical cultures across time.

You should find primary source material that supports the **aspect of the classical world** that has had a lasting impact on another culture.

Name of an aspect of the classical world that has had a lasting influence on another culture across time.
Primary sources (transfer to your own bibliography).

Name of an aspect of the classical world that has had a lasting influence on another culture across time.
Primary sources (transfer to your own bibliography).

Name of an aspect of the classical world that has had a lasting influence on another culture across time.
Primary sources (transfer to your own bibliography).

TASK 2: ANALYSIS

- Explain the key ideas within the aspect and its social, political and historical context.
- Explain any hypotheses you have for the change over time as well as its lasting influence.
- Explain any similarities and differences that occur over time within the aspect you have chosen.
- Explain any themes and patterns that you have found in the aspect.
- Explain any limitations of the sources of evidence.

You can use both primary and secondary sources in your analysis.

Length – as a guideline write approximately two to three pages on this section of work.

You can contact your teacher for further information on formatting this assessment.

TASK 3: CONCLUSIONS

Write two or more developed conclusions about the aspect you have chosen. Within your conclusion you must identify the reasons why the aspect or aspects you have chosen from the classical world have had a lasting influence over time.

A developed conclusion includes a summary of the key ideas found in the material. It can contain the material you have chosen from task one and also the ideas that you have developed in task two explaining why this material has had such a lasting influence over two other cultures over time. (This means you have explained the classical material and two subsequent areas of influence – three areas in all.) This conclusion is supported by material found in both the primary and secondary sources.

A bibliography is required as part of this task.

Length – as a guideline write approximately two or more pages on this section of work.

CHECKLIST

You will now send your significant ideologies analysis and conclusion to your teacher for assessment. Send to teacher, electronically via email, or by post:

- your research (comparisons of aspect)
- your analysis and conclusion
- a bibliography of sources, including websites
- the signed GL3003Y1 cover sheet.

Reminder:

You and your supervisor must sign the cover sheet at the back of the assessment to verify that the work is your own.

ASSESSMENT FEEDBACK

GLO3003Y1

ACHIEVEMENT STANDARD 91398 (VERSION 2) CLASSICAL STUDIES 3.4

Demonstrate understanding of significant ideology(ies) in the classical world

Level 3, Internal assessment

6 credits

Fill in your name and ID number. Your teacher will complete the rest.

Student Name: _____ Student ID: _____

	Not Attempted	Not Achieved	Achieved	Merit	Excellence
Research With correct referencing.					
Analysis Key ideas are set in context. Uses references in research material and effectively incorporates these into text.					
Conclusion Developed conclusions that fit the criteria, including comparison of aspects. Understands limitations of evidence and sources.					

JUDGEMENT CRITERIA

- Excellence** Candidate must meet requirements for Merit level and meet Excellence in all tasks.
- Merit** Candidate must meet requirements for Achieved and gain Merit in all tasks.
- Achieved** Candidate must achieve all tasks at Achieved level or higher.
- Not Achieved** Candidate attempted the assessment and did not meet the standard.
- Not Attempted** Candidate did not attempt any of the tasks.

GRADE ALLOCATION

Not Attempted	
Not Achieved (N)	
Achieved (A)	
Merit (M)	
Excellence (E)	

Resubmission (If appropriate, please indicate.)	Yes /No
---	----------------

Further assessment opportunity	
Is not available	
Is available, please contact your teacher	
Is attached	

Teacher comments (or see attached)

NOW

- Record your achievement on your record sheet in the Course and assessment guide.
- Read your teacher's comments to get feedback on your assessment.
- We strongly encourage you to take advantage of a further assessment opportunity if it is available and you wish to improve your grade.

Contact your teacher if you want to talk about any of this work or query the result you have been given.

COVER SHEET – GL3003Y1

STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address
(If changed) _____

AUTHENTICATION STATEMENT

I certify that the assessment work is the original work of the student named above.

Signed _____
(Student)

Signed _____
(Supervisor)

FOR SCHOOL USE ONLY

ASSESSMENT