

CLASSICAL STUDIES GLO2002Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91204 (VERSION 2) CLASSICAL STUDIES 2.5

Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures

Level 2, Internal assessment

6 credits

STUDENT INSTRUCTIONS

Overview

In this activity you will:

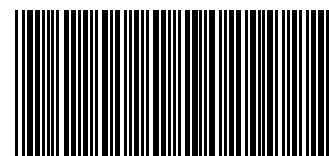
- create a newspaper containing a series of articles (and other components of a newspaper) that communicates information about aspects of the classical world and aspects of other cultures.

Conditions

- It is advised that you complete modules GLO2001 and GLO2002 before you attempt this assessment.
- This is an open book assessment.
- Answer both parts of the question.
- All work must be your own.
- Plagiarism detection software may be used to check this is your own work.

Supervisor requirements

- Supervision is not required for this assessment.
- Upload your assessment to the GLO2002Y1 assessment dropbox when you have completed it.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91204 (VERSION 2) CLASSICAL STUDIES 2.5

Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.	Demonstrate in-depth understanding of the relationship between aspects of the classical world and aspects of other cultures.	Demonstrate perceptive understanding of the relationship between aspects of the classical world and aspects of other cultures.

SOURCE NZQA

Explanatory notes

1. This achievement standard is derived from Level 7 of the Social Sciences learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
2. *Demonstrate understanding* involves:
 - using primary source evidence
 - giving an explanation of the relationship between aspects of the classical world and aspects of other cultures.

Demonstrate in-depth understanding involves:

- giving an informed explanation of the relationship between aspects of the classical world and aspects of other cultures.

Features of an informed explanation include:

- using primary source evidence of specific relevance to the context
- explaining a range of aspects and/or factors.

Demonstrate perceptive understanding involves:

- giving an explanation that shows insight into the relationship between aspects of the classical world and aspects of other cultures, e.g. messages conveyed by decorative features of Roman architecture found in public architecture in New Zealand.

Features of a perceptive understanding may include but are not limited to:

- reasons for similarities and differences
- themes and patterns
- cultural expectations and codes of behaviour
- recognition of limitations of sources of evidence.

3. *Other cultures* refers to other post-classical cultures.
4. *Relationship* may include:
 - exploring the influence of classical ideas and values on other cultures
 - comparing and contrasting aspects of the classical world with aspects of other cultures.
5. *Relationship* may be explained through a focus on aspects such as:
 - mythology and religion
 - public entertainment
 - art and architecture
 - literature
 - rites of passage
 - justice and legal systems
 - science and ethics.

ASSESSMENT ACTIVITY

CLASSICAL STUDIES

ARTICLE EXPLAINING RELATIONSHIPS

TASK 1: COLLECT EVIDENCE

Collect primary source evidence using a **classical culture** as the starting point.

Then, collect primary source evidence from a **post classical culture** on the same topic. It must demonstrate a relationship with the classical culture.

Use **one** of the following areas for your evidence gathering on relationships:

- mythology and religion
- public entertainment
- art and architecture
- literature
- rites of passage
- justice and legal systems
- science and ethics.

When exploring relationships **find evidence that may support:**

- cultural expectations and codes of behaviour
- similarities and differences
- themes and patterns
- reasons for similarities and differences
- value systems.

You must also keep note of:

- sources of evidence you consulted (bibliography)
- limitations of sources.

Keep this material and submit your draft notes, including your sources, with your finished product.

TASK 2: CREATE A NEWSPAPER

- Write a newspaper containing a series of articles from the list on page 4 explaining the context for the classical aspect and then outline the relationships that are evident in the material you have gathered from the post classical culture.
- Within these articles, you must outline similarities, differences, themes and patterns, and show understanding of the reason for these similarities and differences.
- Include an in-depth conclusion summarising the key points of your research indicating why the relationship between the classical culture and the post classical culture is significant.
- Primary source material must be a significant part of this assessment.
- You can use illustrations in your work. This is particularly important if the illustration is of art or architectural features.
- You must communicate your knowledge using the in-depth newspaper articles.



Reminder: Upload your completed assessment to the GLO2002Y1 assessment dropbox.

REMEMBER

You are being assessed on the way you use primary source evidence to show your **comprehensive knowledge of the relationship between aspects of the classical world and aspects of other cultures.**

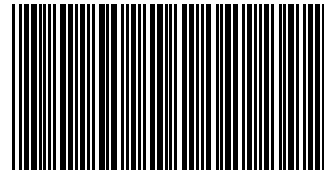
NOTE: PRIMARY SOURCE MATERIAL REFERS TO MATERIAL WRITTEN CLOSE TO THE TIME STUDIED.

For Māori mythology: the best material comes from *Polynesian Mythology & Ancient Traditional History of the New Zealanders, as Furnished by Their Priests and Chiefs* by Sir George Grey, 1854. <http://sacred-texts.com/pac/grey/index.htm>

For Greek material: *The Theogony of Hesiod* is the best primary source material. www.sacred-texts.com/cla/hesiod/theogony.htm

Both publications are online.

GLO2002Y1



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

Full Name _____

ID No. _____

Address _____
(if changed)