

YEAR 12
Classical Studies



St Andrew's College

STUDENT HANDBOOK

2018

LEARNING AREA STATEMENT FOR YEAR 12 CLASSICAL STUDIES

Subject overview:

Classical Studies examines the past to understand the present.

Year 12 Classical Studies is part of the **wider curriculum** and it reflects the vision, principles, key competencies and values of the NZ Curriculum (see pages 8 – 13 NZ Curriculum document).

It is also part of the learning area of Social Sciences but has its own achievement objectives (see NZ Curriculum for Level 7 Classical Studies achievement objectives).

Rationale: (Why Study Classical Studies?)

Classical Studies engages the minds and imaginations of students.

Classical Studies encourages students to make links between past and present civilizations, to imagine a possible future. By exploring diverse values and traditions, viewed from their own cultural perspectives and those of others, classical studies prepares students for informed and active citizenship in New Zealand and the modern world.

New Zealand continues to be influenced by the classical world.

By understanding the political, military, religious, philosophical, technological, artistic, and aesthetic developments of the ancient Greeks and Romans, students learn how the past continues to inform the present. From the rise and fall of powerful individuals and empires to the creativity and invention of artists and engineers and to the formulation of ethical systems and the evolution of social justice, students become increasingly aware of the debt owed to classical Greece and Rome.

Classical Studies students learn to ask questions and challenge ideas.

Classical Studies fosters thinking and inquiry skills by exploring classical sources and by debating issues within the context of the **key concepts**. Students not only gain an enthusiasm for classical civilizations but also learn to select, organise, and communicate information clearly and logically and to evaluate the reliability of evidence. By learning about the diverse and complex values of these societies, students develop the ability to form and reflect on their own viewpoints, respect others' viewpoints, and make informed judgments based on critical thinking.

Skills include:

- research techniques
- the skills needed to process and synthesise varied materials
- the skills needed to give clear and effective oral and written presentations
- the ability to articulate ideas and make them clear to others.

These skills are of considerable VOCATIONAL and SOCIAL significance.

Key Principles: As per College Statement on Principles.

Key Values:

Year 12 Classical Studies is by the nature of the discipline a subject which is concerned with the values of people in the past and how they have been reflected in the actions of individuals and groups. In consequence, it encourages reflection on the student's own values.

Particular values to be encouraged in students are:

- excellence by aiming high and persevering in the face of difficulties;
- innovation, inquiry and curiosity by thinking critically, creatively and reflectively;
- diversity as found in our different cultures and heritage;
- equity through fairness and social justice;
- community and participation for the common good;
- respect for themselves, others, and human rights.

Through their learning experiences, Classical Studies students will in particular, develop the ability to:

- explore with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values.

Key Learning Values at St Andrews College

Strive to Achieve: *How determined are you to learn and achieve results that reflect your best efforts?*

- You focus on learning activities consistently and are rarely distracted.
- You behave consistently and appropriately in class settings, regardless of what is going on around.
- You work hard to set and achieve results that reflect your best efforts.
- You are not put off by setbacks and failures. You know these are a normal part of the learning process, so demonstrate a desire to improve and develop as a learner.
- You make additional learning opportunities for yourself because you know that to learn and remember things you need to practise what you have learned in the classroom.

Think: *How much do you think about what you learn and how you learn it?*

- You have a natural curiosity in the subject and are interested in your learning.
- You can make new information by linking ideas.
- You ask questions to gain more knowledge and help create new information.
- You demonstrate effective critical thinking, questioning the reliability of all information.
- You use a range of thinking strategies without teacher direction and can work out which works best for you as a learner.
- You reflect on how well you have learned, use your reflections to do better in future attempts, and act successfully on these reflections.

Organise: *How organised are you with your own and others' equipment and learning?*

- You manage time and equipment effectively, in and out of class and can cope under the pressure of assessment.
- You meet deadlines and are able to communicate any issues with your teacher.
- You always have the right equipment for lessons.
- You understand and can explain how being organised contributes to your learning outcomes.

Collaborate: *How well do you learn with and from other people?*

- You participate and contribute to all group activities in lessons and are a positive influence in groups and in the classroom.
- You understand and can explain how your actions contribute to a learning outcome.
- You interact positively with a diverse range of people in a variety of contexts and you actively listen, recognise different viewpoints, negotiate and share ideas.

Key Concepts of Classical Studies:

Authentic understanding in Classical Studies comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues.

Citizenship and society

The interaction of status, gender, family, rights, responsibilities, and freedom and their importance to wider society.

Culture and identity

Social conventions and values, role models, mythology, and belief systems in relation to cultural and social identities, ranging from political and religious to scientific and philosophical ideologies.

Empire and power

The rise and fall of individuals and groups; the reasons for cultural, economic, and political imperialism; the causes and consequences of social and political change; the importance of place and environment to individuals and societies.

Conflict

The contesting relationships between individuals, groups, and ideas, in both historical and literary contexts and the way that conflict can be a force for both continuity and change.

Art and aesthetics

The perception of beauty, ideals of harmony and balance, design, creativity, and invention; the influence of classical literature; how art, literature and aesthetics inform cultural values and traditions.

Heritage

How and why the ideas and values of the classical world have influenced other cultures.

Key Strands:

The New Zealand Curriculum (page 30) specifies **four conceptual strands** for Social Sciences.

These are:

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

Key Competencies:

Thinking: (eg)

- Designing relevant questions
- Comparing/contrasting
- Evaluating
- Synthesising
- Hypothesising

Using Language, symbols and texts: (eg)

- Reading
- Describing
- Researching
 - Identifying key facts, ideas, relationships in written and visual documents
- Writing essays etc

Managing Self: (eg)

- Organising research
- Showing initiative in finding sources
- Keeping effective notes and folder
- Completing assignments on time

Relating to others: (eg)

- Working effectively in groups
- Listening to others
- Showing courtesy
- Respecting other points of view

Participating and Contributing: (eg)

- Verbal interaction in classroom/groups
- Questioning
- Offering opinions
- Leadership
- Co-operation

Achievement Objectives and Indicators of Achievement:

Achievement Objective 7.1

Students will gain knowledge, skills, and experience to:

- understand the relationships between social, political, artistic, and technological aspects of the classical world and how these aspects influenced the lives of Greeks and Romans living in those times.

Indicators

- Selects relevant evidence and uses it to explain relationships between social, political, artistic, and/or technological aspects of the classical world.
- Interprets primary and secondary sources about social, political, artistic, and/or technological aspects of the classical world.
- Explains different perspectives on the connections between social, political, artistic, and/or technological aspects of the lives of the ancient Greeks and Romans.

Achievement objective 7.2

Students will gain knowledge, skills, and experience to:

- understand how and why ideas and values of the classical world have influenced other cultures, including New Zealand.

Indicators

- Explains the influence of classical ideas and values on other cultures.
- Draws upon their own experiences to explain reasons for the influence of ideas and values of the classical world on other cultures.
- Compares and contrasts ideas and values of the classical world and other cultures and explains why these similarities and differences exist.

Key Contexts for Study:

Homer's Odyssey and Mythology

Roman Social Life – Pompeii Eruption

Athenian Art and Architecture

2018 ASSESSMENT CONTENT

| Number | Title | Credits | Assessment Mode | UE Reading | UE Writing |
|-----------------|--|---------|-----------------|------------|------------|
| AS 91200 2.1 | Examine ideas and values of the classical world | 4 | External | Y | Y |
| AS 91201 2.2 | Examine the significance of features of work(s) | 4 | External | Y | Y |
| AS 91202 2.3 | Demonstrate understanding of a significant event in the classical world | 4 | Internal | Y | |
| AS 91204 2.5 | Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures | 6 | Internal | Y | |

| | |
|----------------------|-----------|
| Total Credits | 18 |
|----------------------|-----------|

Key Subject Skills:

- Examine ideas and values of the classical world (Literature) AS 2.1
- Examine the significance of a work(s) of art in the classical world (Art and Architecture) AS 2.2
- Demonstrate understanding of a significant event in the classical world (Pompeii Eruption) AS 2.3
- Demonstrate understanding of the relationship between aspects of the classical world and aspects of other culture (Movie influence from Primary Source) AS 2.5

Year 12 Classics 2018

| TERM ONE | | | | | | | | | | |
|----------|--------------|---|---|---------------------------|---|--------------------|------------------------|---|----|-------------------|
| Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | Introduction | | | Wall Paintings of Pompeii | | | Pompeii | | | The Odyssey Intro |
| | | | | | | 2.2 Practice Essay | 2.3 Internal 4 credits | | | |
| | Waitangi Day | | | Athletics Day | | Founders Day | | | | |

| Term Two | | | | | | | | |
|-------------|---|---|--------------------|--------------|---|------------------------|---|---|
| Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| The Odyssey | | | | | | Heroes | | |
| | | | 2.1 Practice Essay | | | 2.5 Internal 6 credits | | |
| | | | | Queen's Bday | | | | |

| TERM THREE | | | | | | | | |
|--------------------------|--------------------|---|--------------------|----------|---|---|--------------|---|
| Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Greek Art & Architecture | | | | Revision | | | School Exams | |
| | 2.2 Practice Essay | | 2.2 Practice Essay | | | | | |
| | | | | | | | | |

| TERM FOUR | | | | | | | | |
|-----------|------------|---|---------------------|---|---|---|---|---|
| Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Revision | | | | | | | | |
| | | | | | | | | |
| | Labour Day | | NCEA External Exams | | | | | |

Key Areas for Reporting:

*Reporting will focus on the Personal Learning Skills and progress against each of the subject's Achievement Standards.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Classical Studies 2.1 | | | | |
| Title | Examine ideas and values of the classical world | | | | |
| Level | 2 | Credits | 4 | Assessment | External |
| Subfield | Social Science Studies | | | | |
| Domain | Classical Studies | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2018 | Date version published | 20 November 2014 | | |

This achievement standard involves examining ideas and values of the classical world.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|--|
| <ul style="list-style-type: none">Examine ideas and values of the classical world. | <ul style="list-style-type: none">Examine, in-depth, ideas and values of the classical world. | <ul style="list-style-type: none">Examine, with perception, ideas and values of the classical world. |

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 *Examine* involves:

- using primary source evidence
- explaining the ideas and values of the ancient Greeks and/or Romans as communicated through the literary texts of the classical world
- drawing conclusions.

Examine, in-depth, involves:

- giving an informed explanation of the ideas and values of the ancient Greeks and/or Romans as communicated through the literary texts of the classical world
- drawing conclusions that are supported by primary source evidence.

Features of an informed explanation include:

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

Examine, with perception, involves:

- giving an explanation that shows insight into the ideas and values of the ancient Greeks and/or Romans as communicated through the literary texts of the classical world
- drawing developed conclusions, eg about the nature of conflict between the individual and state.

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

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

3 *Ideas and values* may include but are not limited to:

- social relationships and the role of the individual
- leadership and heroism
- power and freedom
- social and cultural traditions
- religious beliefs
- ideals of behaviour and national identity
- literary conventions
- influence on other cultures.

4 Literary texts of the classical world may include:

- Homeric epic
- Greek tragedy
- Roman love poetry

Elaboration of specific contexts is provided in the Teaching and Learning Guide and the Assessment Specifications.

5 Assessment Specifications for this achievement standard can be accessed through the Classical Studies Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Classical Studies 2.2 | | | | |
| Title | Examine the significance of features of work(s) of art in the classical world | | | | |
| Level | 2 | Credits | 4 | Assessment | External |
| Subfield | Social Science Studies | | | | |
| Domain | Classical Studies | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2018 | Date version published | 20 November 2014 | | |

This achievement standard involves examining the significance of features of work(s) of art in the classical world.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|--|
| <ul style="list-style-type: none">Examine the significance of features of work(s) of art in the classical world. | <ul style="list-style-type: none">Examine, in-depth, the significance of features of work(s) of art in the classical world. | <ul style="list-style-type: none">Examine, with perception, the significance of features of work(s) of art in the classical world. |

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 *Examine the significance* involves:

- using primary source evidence
- placing the work(s) of art in their artistic and/or historical context
- explaining the features and effect of the work(s) of art
- drawing conclusions.

Examine, in-depth, the significance involves:

- giving an informed explanation of the features and effects of work(s) of art
- drawing conclusions that are supported by primary source evidence.

An informed explanation includes:

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

Examine, with perception, the significance involves:

- giving an explanation that shows insight the features and effects of work(s) of art
- drawing developed conclusions, eg how the aesthetic features of a classical work of art reflect the ideals of beauty held by the Greeks and/or Romans.

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

- aesthetic impact
- reasons for similarities and differences
- themes and patterns
- cultural expectations.

3 *Work(s) of art* may include:

- Pompeian domestic and public art and architecture
- Athenian sculpture and public architecture
- Hellenistic sculpture and public architecture.

4 Examples of work(s) of art in their artistic and/or historical context are:

- the Alexander mosaic illustrating Greek influence
- the Parthenon in the time of Pericles.

Elaboration of specific contexts is provided in the Teaching and Learning Guide and the Assessment Specifications.

5 Features of work(s) of art may include:

- form and function
- style
- techniques
- artistic and/or historical context
- influence on other cultures.

6 Assessment Specifications for this achievement standard can be accessed through the Classical Studies Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Classical Studies 2.3 | | | | |
| Title | Demonstrate understanding of a significant event in the classical world | | | | |
| Level | 2 | Credits | 4 | Assessment | Internal |
| Subfield | Social Science Studies | | | | |
| Domain | Classical Studies | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2018 | Date version published | 20 November 2014 | | |

This achievement standard involves demonstrating understanding of a significant event in the classical world.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|---|
| <ul style="list-style-type: none">Demonstrate understanding of a significant event in the classical world. | <ul style="list-style-type: none">Demonstrate in-depth understanding of a significant event in the classical world. | <ul style="list-style-type: none">Demonstrate perceptive understanding of a significant event in the classical world. |

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
- placing the event in context to explain why the event was important.

Demonstrate in-depth understanding involves:

- placing the event in context to give an informed explanation of why the event was important. 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 why the event was important. Features of a perceptive explanation may include but are not limited to:
- reasons for similarities and differences

- cultural expectations and codes of behaviour
- recognition of limitations of sources of evidence.

3 *Significant event* may refer to events in the classical world such as:

- the Persian Wars
- the rebuilding of the Acropolis under Pericles
- the Peloponnesian War
- the fall of the Republic
- the eruption of Vesuvius
- Masada.

Elaboration of specific contexts is provided in the Teaching and Learning Guide.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Achievement Standard

| | | | | | |
|----------------------------|--|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Classical Studies 2.5 | | | | |
| Title | Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures | | | | |
| Level | 2 | Credits | 6 | Assessment | Internal |
| Subfield | Social Science Studies | | | | |
| Domain | Classical Studies | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2018 | Date version published | 20 November 2014 | | |

This achievement standard involves demonstrating understanding of the relationship between aspects of the classical world and aspects of other cultures.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none">Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures. | <ul style="list-style-type: none">Demonstrate in-depth understanding of the relationship between aspects of the classical world and aspects of other cultures. | <ul style="list-style-type: none">Demonstrate perceptive understanding of the relationship between aspects of the classical world and aspects of other cultures. |

Explanatory Notes

4 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>.

5 *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, eg 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.

6 *Other cultures* refers to other post-classical cultures.

7 *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.

8 *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.

Elaboration of suggested contexts is provided in the Teaching and Learning Guide.

9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.