

**YEAR 13**  
**Classical Studies**



**St Andrew's College**

**STUDENT HANDBOOK**

**2018**

## LEARNING AREA STATEMENT FOR YEAR 13 CLASSICAL STUDIES

### **Subject overview:**

Classical Studies examines the past to understand the present.

Year 13 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 8 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 13 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 8.1**

Students will gain knowledge, skills, and experience to:

- understand the complexity and diversity of social, political, artistic, and ideological 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 analyse the complexity and diversity of social, political, artistic, and/or technological aspects of the classical world.
- Thinks critically about primary and secondary sources about social, political, artistic, and/or technological aspects of the classical world.
- Analyses different perspectives on the connections between social, political, artistic, and/or technological aspects of the lives of the ancient Greeks and Romans.

### **Achievement objective 8.2**

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, over time.

Indicators

- Analyses the influence of classical ideas and values on other cultures over time.
- Draws upon their own experiences to analyse reasons for the influence of ideas and values of the classical world on other cultures.
- Thinks critically about the relationship between ideas and values of the classical world and other cultures at different points in time.

## Key Contexts for Study:

Alexander the Great

Roman Art and Architecture

## 2018 ASSESSMENT CONTENT

Number	Title	Credits	Assessment Mode	UE Reading	UE Writing
AS 91395 3.2	Analyse the significance of work(s) of art in the classical world	4	External	Y	Y
AS 91396 3.3	Analyse the impact of a significant historical figure of the classical world	6	External	Y	Y
AS 91397 3.4	Demonstrate understanding of significant ideology(ies) in the classical world	6	Internal	Y	N
AS 91398 3.5	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	6	Internal	Y	N

<b>Total Credits</b>	<b>22</b>
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## Key Subject Skills:

- involves analysing the significance of a work(s) of art in the classical world (Art and Architecture) AS 3.2
- analysing the impact of a significant historical figure on the classical world. (Alexander the Great) AS 3.3
- demonstrating understanding of significant ideology(ies) in the classical world. (Alexander the Great Policy of Fusion) AS 3.4
- demonstrating understanding of the lasting influences of the classical world on other cultures across time. (Greek/Roman Influences) AS 3.5

## Year Planner Year 13 Classics 2018

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Waitangi Day			Athletics Day		Founders Day				
<b>Roman Art and Architecture</b> Classics 3.2 Art and Arch. (F) Classics 3.5 Art and Arch Internal (S) <b>'Messages of Buildings'</b>										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
				Queen's Birthday				
Roman Art and Arch. Internal Due 18 <sup>th</sup> May		<b>Alexander the Great</b> Classics 3.3 Significant Figure Essay (F)						

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
							Prelim Exams	
<b>Alexander Internal</b> Classics 3.4 Ideology Internal (S) <b>'The success or failure of the so called Policy of Fusion?'</b>					Revision and Preparation Classics 3.2 + 3.3		Classics 3.2 + 3.3 Derived Grades	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Labour Day							
Revision and Exam Feedback And Exam Preparation			<b>NCEA Exams</b>					

### Assessment Due Date

Formative (Practice) assessments

- Art works 3.2 Term One
- Significant Figure 3.3 Term Two

Summative Assessments

- **3.5 Messages of Buildings:** End of Week Two Term Two
- **3.4 What was the success of failure of the so-called Policy of Fusion?** End of Week 5 Term Three

### Derived Grades

- Classics 3.2 and 3.3 Prelim Exams

**Year 13 Classical Studies Student Tracking:**

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_ Dean: \_\_\_\_\_

Formative Assessment	UE Reading	UE Writing	Date Completed	Grade
AS 3.3 Significant Figure Essay (Alexander the Great)			Week 8 Term One	
AS 3.3 Significant Figure Essay (Alexander the Great)			Week 4 Term Two	
AS 3.2 Significant art works (Roman Art and Architecture)			Week 9 Term Two	
AS 3.2 Significant art works (Roman Art and Architecture)			Week 6 Term Three	
<b>Summative Assessment (Internals)</b>				
AS 3.4 Significant Ideologies (Policy of Fusion – Alexander the Great) 6 Credits			Week 1-3 Term Two	
AS 3.5 Lasting Influences (Architecture Greece Rome Nazi/USA) 6 Credits			Week 3-5 Term Three	
<b>Derived Grades – College Exams</b>				
AS 3.3 Significant Figure Essay (Alexander the Great)			Week 8-9 Term Three	
AS 3.2 Significant art works (Roman Art and Architecture)			Week 8-9 Term Three	

= Gaining University Entrance Reading

= Formative for University Entrance Reading and Writing (Practice)

**Mid Term Milestones (End of Term Two)**

**Internal Assessment – Comment**

**Formative Assessment – Comment**

**External Next Steps (Term Four) – Feedback from College 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

<b>Subject Reference</b>	Classical Studies 3.2				
<b>Title</b>	Analyse the significance of a work(s) of art in the classical world				
<b>Level</b>	3	<b>Credits</b>	4	<b>Assessment</b>	External
<b>Subfield</b>	Social Science Studies				
<b>Domain</b>	Classical Studies				
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012		
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012		

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

### Achievement Criteria

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

### Explanatory Notes

- This achievement standard is derived from the Level 8 learning objectives in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>, which are based on *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.
- Analyse the significance* involves:
  - undertaking a methodical examination and interpretation of the features and effect(s) of the work(s) of art in their artistic and/or historical context
  - discussing the work(s) of art in light of that examination and interpretation
  - using primary source evidence
  - drawing conclusions.

*Analyse, in-depth, the significance* involves providing an informed and coherent discussion of the features and effect(s) of the work(s) of art. Features of an informed and coherent discussion include:

- integrating ideas
- making comparisons
- drawing conclusions that are supported by primary source evidence.

*Analyse, with perception, the significance* involves discussing with insight the features and effect(s) of the work(s) of art. Features of a perceptive discussion include:

- giving evidence of artistic influence
- providing critical evaluation
- showing understanding of wider implications of the analysis
- drawing developed conclusions, eg about the extent to which ancient Roman public architecture was used as a vehicle for imperial propaganda.

3 Significance involves the understanding of the interrelationship between the features of the work(s) of art and the society in which they were developed; and may include influence on other cultures and artistic/historical context.

4 Features of a work(s) of art may include form and function, style, and techniques.

5 A *work(s) of art* may include Athenian vase painting and Roman art and architecture. Examples of works of art in their artistic and/or historical context include Euphronios' vases as illustrations of the development of red figure techniques, and the Arch of Titus illustrating imperial propaganda in the time of the Flavians. Possible context elaborations are provided in the Teaching and Learning Guide and Assessment Specifications.

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/subjects/>.

### Achievement Standard

<b>Subject Reference</b>	Classical Studies 3.3				
<b>Title</b>	Analyse the impact of a significant historical figure on the classical world				
<b>Level</b>	3	<b>Credits</b>	6	<b>Assessment</b>	External
<b>Subfield</b>	Social Science Studies				
<b>Domain</b>	Classical Studies				
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012		
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012		

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This achievement standard involves analysing the impact of a significant historical figure on the classical world.

#### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Analyse the impact of a significant historical figure on the classical world.</li></ul>	<ul style="list-style-type: none"><li>Analyse, in-depth, the impact of a significant historical figure on the classical world.</li></ul>	<ul style="list-style-type: none"><li>Analyse, with perception, the impact of a significant historical figure on the classical world.</li></ul>

#### Explanatory Notes

- 1 This achievement standard is derived from the Level 8 learning objectives in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at

<http://seniorsecondary.tki.org.nz/>, which are based on *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

2 *Analyse* involves:

- methodically examining the impact of the historical figure as communicated through primary source evidence
- discussing significant socio-political factors that may have influenced the historical figure
- drawing conclusions about the impact of the historical figure on the classical world.

*Analyse, in-depth*, involves undertaking an informed and coherent discussion of the significant socio-political factors that may have influenced the historical figure.

Features of an informed and coherent discussion include:

- using primary source evidence of specific relevance to the context
- exploring more than one viewpoint
- making connections between individuals and their historical context
- drawing conclusions that are supported by primary source evidence.

*Analyse, with perception*, involves discussing with insight the impact of the historical figure as communicated through primary source evidence.

Features of a perceptive discussion include:

- providing critical evaluation
- showing understanding of wider implications of the analysis
- drawing developed conclusions, eg about the wider implications of Alexander the Great's relationship with the Persians.

3 *A significant historical figure* may include Socrates, Alexander the Great, and Augustus. Possible context elaborations are provided in the Teaching and Learning Guide and Assessment Specifications.

4 *Impact* refers to the effect or influence of the historical figure on social, political, artistic, philosophical, religious, scientific and/or technological aspects of the classical world.

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/subjects/>.

### Achievement Standard

<b>Subject Reference</b>	Classical Studies 3.4				
<b>Title</b>	Demonstrate understanding of significant ideology(ies) in the classical world				
<b>Level</b>	3	<b>Credits</b>	6	<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies				
<b>Domain</b>	Classical Studies				
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012		
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012		

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This achievement standard involves demonstrating understanding of significant ideology(ies) in the classical world.

## Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Demonstrate understanding of significant ideology(ies) in the classical world.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate in-depth understanding of significant ideology(ies) in the classical world.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate perceptive understanding of significant ideology(ies) in the classical world.</li></ul>

## Explanatory Notes

1 This achievement standard is derived from learning objective 8.1 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 an aspect(s) of significant ideology(ies) in the classical world
- relating the ideology(ies) to a wider context.

*Demonstrate in-depth understanding* involves undertaking an informed analysis of significant ideology(ies) in the classical world. Features of an informed analysis include:

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

*Demonstrate perceptive understanding* involves showing insight into a range of aspects and/or factors of significant ideology(ies) in the classical world. Features of a perceptive understanding 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 *Ideology(ies)* refers to religious, philosophical, or political belief systems. Examples of significant ideologies include religions, Stoicism, Epicureanism, Socratic moral philosophy, and Alexander's Oriental policy. Possible context elaborations for *significant ideology(ies)* are provided in the *Teaching and Learning Guide for Classical Studies*.

4 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

### Achievement Standard

<b>Subject Reference</b>	Classical Studies 3.5				
<b>Title</b>	Demonstrate understanding of the lasting influences of the classical world on other cultures across time				
<b>Level</b>	3	<b>Credits</b>	6	<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies				
<b>Domain</b>	Classical Studies				
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012		
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012		

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This achievement standard involves demonstrating understanding of the lasting influences of the classical world on other cultures across time.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>

### 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.
- 5 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).