



Rangi Ruru Girls' School

YEAR 12

CLASSICAL STUDIES

2020



Course Outline and Assessment Information

"To the Glory that was Greece,
and the Grandeur that was Rome"

Poe

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.

Classical Studies: Key Concepts

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.

COURSE OUTLINE

TERM 1

Mythology

A study of the beliefs and values of the Greek Gods and their associated mythology.

The Odyssey

A study of the themes, characters and literary techniques of Homer's **The Odyssey**

AS 2.1 (91200) Version 2: 4 credits External

Examine ideas and values of the classical world. (Contributes toward Literacy)

TERM 2

Internal: The Classical Hero

AS 2.6 (91204) Version 2: 6 credits Internal

Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures. (Contributes toward Literacy)

Art and Architectures of Pompeii and Herculaneum

Introduction to Pompeii/Herculaneum art and architecture, including aspects of Roman Social Life

AS 2.2 (91201) Version 1: 4 credits External

Examine the significance of features of work(s) of art in the classical world. (Contributes toward Literacy)

Internal: The Big Bang

AS 2.3 (91202) Version 1: 4 credits Internal

Demonstrate understanding of a significant event in the classical world. (Contributes toward Literacy)

TERM 3

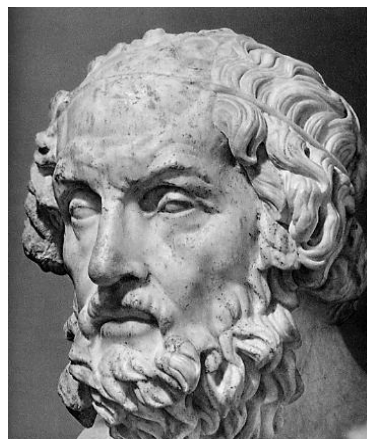
Complete Pompeii and Herculaneum

School examination preparation

Possible student drive research opportunity

TERM 4

Revision/ External Examination Preparation



Assessment Information

By the end of Level 7, Year 12 Classics students using a range of classical evidence and methodologies should:

1. 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.
2. Understand how and why ideas and values of the classical world have influenced other cultures, including New Zealand.

The **Rangi Ruru Year 12 Classics Course** contributes 18 credits towards NCEA at Level 2. Your content knowledge and understanding of skills learned and practised this year will be assessed according to four Achievement Standards.

A summary of the Standards that make up the Year 12 course is as follows:

Template for Course Outlines: Classical Studies Level 2

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits	Literacy/Numeracy
91200	2.1	2	Examine ideas and values of the classical world.	External	4	L2 Literacy: Reading and Writing
91201	2.2	2	Examine the significance of features of work(s) of art in the classical world.	External	4	L2 Literacy: Reading and Writing
91202	2.3	2	Demonstrate understanding of a significant event in the classical world.	Internal	4	L2 Literacy: Reading only
91203	2.4	2	Examine socio-political life in the classical world	External	6	L2 Literacy: Reading and Writing
91204	2.5	2	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	Internal	6	L2 Literacy: Reading only

Note: AS 2.4 may be offered as an optional extra standard to some students.

There are four possible outcomes for each Achievement Standard:

<i>Not Achieved</i>	<i>N</i>	<i>Does not meet the standard</i>
<i>Achieved</i>	<i>A</i>	<i>Meets the standard</i>
<i>Achieved with Merit</i>	<i>M</i>	<i>Exceeds the standard</i>
<i>Achieved with Excellence</i>	<i>E</i>	<i>Far exceeds the standard</i>

To be a successful Classics student you need to:

- Complete two research based tasks which will require you to communicate an understanding of an aspect of the Classical World. (AS 2.3 and 2.5)
- Hand in work punctually.
- Complete formative activities as specified.
- Take feedback on board and use it to further develop your knowledge and skills.
- Take responsibility for your own learning by keeping accurate, well structured notes.
- Be focussed and actively participate in your learning.
- Use class time effectively.

Ms Ogden and I are looking forward to working with you this year and wish you a happy year's study in the wonderful world of Classics! Do not hesitate to discuss any questions, issues or concerns with Ms Ogden or Ms Secker: Head of Classical Studies.

IMPORTANT INTERNAL ASSESSMENT INFORMATION:

- Procedures outlined in the School's Assessment Policy, Authenticity Policy and the Appeal process apply. Ensure you read these thoroughly and follow all guidelines. Know your rights and responsibilities.
- You will have **one** assessment opportunity to meet the internally assessed activity. A.S. 2.3.
- You will have **one** assessment opportunity to meet the internally assessed activity A.S. 2.5.
- Should you be unavoidably absent for a period of time (such as on a school exchange or unwell for an extended period of time) it **may** be possible to arrange another opportunity for you to meet the requirements of the internally assessed standards, 2.3 and 2.5. If your absence is due to ill health then you are required to bring a medical certificate and note on your return to school, and discuss whether the request can be particularly fitted in to the programme. This will NOT be possible if you choose to go on a family holiday, or similar non-school related event, at the time of assessment.
- You are to sign the Authenticity Declaration, stating that the work submitted for qualification purposes is **original**. For that reason check the clear guidelines as to what assistance from others is appropriate for assessment in internal standards. **Plagiarism is never acceptable.**
- You **may be** offered the opportunity of a resubmission if your work requires a minor, **non-content specific**, change that you may have overlooked and should be able to identify within a few minutes. Your teacher will approach you prior to the task being handed back to the class as a whole if this is relevant for you. You will be required to make any changes immediately, or if appropriate, identify the change within a few minutes and then complete the required updates by the start of the next school day. Your teacher is **not** able to tell you of the specific change required; you must be able to identify the

required change yourself. It is therefore very important that you read and follow all instructions carefully and meet all of your teacher's checkpoints.

- You will be informed of your level of achievement once your work has been assessed and internal moderation completed. You will be asked to verify the sighting and acceptance of the grade awarded by signing the feed back sheet. Your internally assessed work and formative assessment tasks will be stored by the Department.
- If you should disagree with an assessment judgement then you must submit an appeal within three days of the return of your work by completing an appeal form, stating clearly with reference to the criteria, the reasons you believe that your work should be reconsidered. Your work will be reassessed in conjunction with either a colleague or a subject specialist from outside the school.

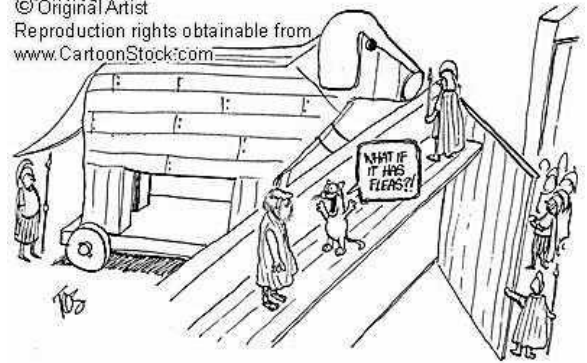


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"I call him Polly, short for Polyphemus."

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Skitty cast a dissenting vote when the council voted to bring the Trojan Dog inside the city.



