# Pre-approved Learning and Assessment Plan

Stage 2 Ancient Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **A** | **N** | **T** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Ancient Studies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Skills and Applications – weighting 50%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | RA | A |
| Topic 2: Military Conflict – Persian Wars  Students study the motivations and influences of political and military leaders, and the significance of military strategies and technologies. They explore morale, the nature of alliances, and the effect conflict had on the Greeks and Persians. Students also consider the relevance and reliability of both primary and secondary sources. | 1,3 | 2 | 2 | Creative Writing Task  Maximum of 1000 words if written or a maximum of 6 minutes if an oral.  Students choose from among the following:  Short story; newspaper article; diary/journal entries; interview with a soldier or leader; ballad/poem/song; a scripted scene or another form negotiated with the teacher.  Students adopt a persona, from any particular polis or country. For example, they could be a: soldier; military, or political leader; farmer (male or female) any person who lived through a battle or the wars (male or female) or another persona negotiated with the teacher. |
| Topic 3: Political Power and Authority – Fall of the Roman Republic and the transition to empire  Students study the changes to Rome’s political system from 60BCE to 27BCE. They examine the political differences between the populares and the optimates, and the rise of the military. Particular emphasis is placed on the study of individuals and how they used and abused the political system of the Republic. Students also consider ‘who writes history?’ in addition to what the writing of history and the use of propaganda suggest about political power and authority, and while examining the value of artefacts, documents, and other primary sources. | 2,3 | 1 | 1 | Biography  Maximum of 1000 words if written or a maximum of 6 minutes if an oral.  Students compile a biography of a leader from this period: i.e. Julius Caesar; Octavian; Mark Antony; Cato; Cleopatra; Pompey; Cicero. Using both primary and secondary sources they focus on motivations, achievements and alliances. They also compile a detailed reference list. |
| Topic 7: Greek Drama  Students undertake a comparative study of Greek tragedy and comedy with Sopocles’ Antigone and Aristophanes’ Lysistrata. They consider the use of technical conventions of both comedy and tragedy, and the role of satire and tragedy within 5th Century Athenian society, while also considering changes in contemporary readings. This study has a particular focus on the nature of gender relationships in Athenian society, and the use of women as protagonists. | 1 | 1 | 2 | Character Study  Maximum of 1000 words if written or a maximum of 6 minutes if an oral.  Students choose between the following to conduct a comparative character study:   * An alternative construction of a scene using a different character’s perspective * An interview with either Antigone or Lysistrata. |
| Topic 2: Military Conflict – Persian Wars  Students choose four sources from a range of both primary and secondary sources. They must choose at least one primary source. They evaluate the usefulness of these sources to modern scholars. They must incorporate evidence from the text to support their findings. | 1 | 1,2 | 2 | Creation of Annotated Collage  90 minutes under teacher supervision during which students have 30 minutes’ reading time to choose which of the four sources they will evaluate.  Students will not be allowed to bring any prepared notes to this task, which can be handwritten or word processed. |

Assessment Type 2: Connections – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | RA | A |
| Topic 3: Political Power and Authority – Fall of the Roman Republic and the transition to empire, and the Hellenistic Empire  Students demonstrate their knowledge by creating two annotated ‘maps’ of the major events and battles of these two. They need to show an understanding of the political factions and the reasons behind battles occurring where and when they did. In their annotations students should articulate the major similarities and differences in these key civilisations. | 1,2 | 1 | 1 | Annotated Maps  Students design a map, and create accompanying annotations, which are subsequently presented to an audience using PowerPoint or Prezi within a maximum of six minutes. |
| Topic 7: Greek Drama  Students complete a formal literary essay in which they investigate the impact of Greek drama on a contemporary text. | 2 | 1 | 1 | Literary Essay  Students complete a written essay of up to 1000 words. |

Assessment Type 3: Inquiry – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| *External assessment* | *Students undertake an inquiry, which is presented as a written essay. Students propose and develop a particular point of view about an issue, in negotiation with their teacher. The essay takes the form of an informed, sequenced, and persuasive argument.*  *At least 50% of the study must be located in the Ancient or Greco-Roman Classical world but must not repeat content previously covered in class.*  *A maximum of 2000 words.* |

*Seven or eight assessments.**Please refer to the Stage 2 Ancient Studies subject outline.*