**Stage 2 Ancient Studies**

**Assessment Type 2: Connections**

**Topic 7: Literature Drama and Poetry**

**Purpose:** To make connections between poets from different cultures and times, as well as showing an appreciation of the universal, transcultural and timeless contribution of poetry.

**Description:**

1. Study the selected poems of Chinese poet Du Fu and Roman poet Catullus, with a focus on themes, style, mood, language devices, similarities and differences.
2. Conduct research into the context from which both Du Fu and Catullus wrote. Consult a variety of quality secondary sources to build up a picture of each society.
3. Create a multimodal presentation suitable for a seminar on “***History Through Poetry.”*** In this seminar presentation consider the following points:

* The background setting and context of each poet
* Similarities and differences in the themes explored by each poet
* How we can learn about the human experience in the ancient world through poetry
* The transcultural, universal and timeless appeal of poetry

**Assessment Conditions:**

**Length:** A multimedia presentation up to a maximum of 6 minutes

**Method:** An appropriate multi modal medium to support the seminar presentation e.g. powerpoint, photostory, film.

Knowledge and Understanding

The specific features are as follows:

KU2 Recognition of, and reflection on, political, social, cultural, and/or economic diversity within the ancient world.

KU3 Knowledge and understanding of literary, historical and/or archaeological concepts

Research and Analysis

The specific features are as follows:

RA1 Research into and analysis of primary and secondary sources and perspectives.

Application

The specific features are as follows:

A3 Evaluation of the nature of sources and evidence.

**Performance standards for Stage 2 Ancient Studies**

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| - | Knowledge and Understanding | Research and Analysis | Application |
| A | In-depth knowledge and critical understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Discerning and well-informed recognition of, and insightful reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Insightful knowledge and understanding of literary, historical and/or archaeological concepts. | Comprehensive research and critical analysis of appropriate primary and secondary sources and perspectives.  Insightful research into and understanding of ideas or innovations that emerged from the ancient world, and in-depth consideration of their influence. | Comprehensive synthesis of evidence and appropriate and consistent acknowledgment of sources.  Clear, precise, and highly persuasive communication of ideas and arguments, using subject-specific language.  Perceptive, consistent, and accurate evaluation of the nature of sources and evidence. |
| B | Some depth of knowledge and understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Well-informed recognition of, and thoughtful reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Some depth of literary, knowledge and understanding of historical and/or archaeological concepts. | Well-considered research and critical analysis of appropriate primary and secondary sources and perspectives.  Thoughtful research into and understanding of ideas or innovations that emerged from the ancient world, and some depth in consideration of their influence. | Well-considered synthesis of evidence and appropriate acknowledgment of sources.  Clear and persuasive communication of ideas and arguments, using subject-specific language.  Consistent and accurate evaluation of the nature of sources and evidence. |
| C | Knowledge and understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Generally informed recognition of, and considered reflection on, the political, social, cultural, and/or economic diversity within the ancient world.  Knowledge and understanding of literary, historical and/or archaeological concepts. | Competent research and analysis of appropriate primary and secondary sources and perspectives.  Research into and understanding of ideas or innovations that emerged from the ancient world, and consideration of their influence. | Description with some synthesis of evidence and acknowledgment of sources.  Informed communication of ideas and arguments, using some subject-specific language.  Consideration and some evaluation of the nature of sources and evidence. |
| D | Recognition and basic understanding of texts, artefacts, ideas, events, and/or people of the ancient world.  Recognition and superficial consideration or description of the political, social, cultural, and/or economic diversity within the ancient world.  Recognition of one or more literary, historical and/or archaeological concepts. | Identification and basic consideration of primary and secondary sources and/or perspectives, mainly using description.  Recognition and superficial consideration of ideas or innovations that emerged from the ancient world. | Description of evidence with acknowledgment of sources.  Superficial communication of ideas and arguments.  Superficial consideration of the nature of sources and evidence. |
| E | Limited awareness of an aspect of the ancient world.  Attempted description and emerging awareness of the political, social, cultural, and/or economic diversity within the ancient world.  Some awareness of a literary, historical or archaeological concept. | Limited identification or use of sources.  Some awareness of an idea or innovation that emerged from the ancient world. | Attempted description of evidence.  Attempted communication of an idea or one or more points towards an argument.  Limited consideration of a source. |

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