**Stage 2 Ancient Studies**

**Assessment Type 2: Connections**

**Topic 5: Material Culture**

**Description:**

Students have been studying the topic Material Culture – Conservation and preservation of ancient sites. The purpose of this assessment is for students to demonstrate understanding of and insight into the value of archaeological sites as evidence of daily life, with a focus on 5th Century Greece. Students will also consider the relevance ancient sites have to contemporary communities.

**Task:**

You are an archaeologist concerned with the ever-increasing deterioration of sites from the ancient world due to lack of funding for conservation and the number of tourists coming through these sites every day.

Produce a report for UNESCO outlining the current state of **one** ancient site from 5th Century Greece and make a case for its inclusion on the World Heritage register. Your site must not already be on the list.

Your report should include the following:

1. A brief introduction outlining the location of the site, how it was used in ancient times, and an explanation of the current state of the site.
2. An analysis of how the site addresses **at least two** of the UNESCO criterion for World Heritage
3. An outline of why this site has relevance to the contemporary world – what ideas/innovations about the ancient past can we learn through careful study of this site, and why is it of significance to contemporary communities?
4. A conclusion that re-states your position on why the site should be included on the World Heritage list.

Relevant visual material should be included in your report

Sub-headings should be used for each of the sections

**Assessment Conditions:**

* Report up to a maximum of 1000 words
* All sources must be acknowledged in-text and in a full bibliography at the end of the report
* Students should use the [UNESCO criterion for World Heritage](https://whc.unesco.org/en/criteria/) to support their points

In this task, you’ll be assessed using the following:

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of texts, artefacts, ideas, events, and/or people.

KU3 Knowledge and understanding of historical and/or archaeological concepts.

Research and Analysis

The specific features are as follows:

RA2 Research into and understanding of ideas and innovations that emerged from the ancient world, and consideration of their influence.

Application

The specific features are as follows:

A2 Communication of ideas and arguments, using subject-specific language.

A3 Evaluation of the nature of sources and evidence

Performance Standards for Stage 2 Ancient Studies

| - | 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. |