**Stage 2 Ancient Studies**

**Topic 5 - Assyrian Material Culture**

**Assessment Type 1: Skills and Applications**

**Description of assessment:**

Students have been studying the topic Material Culture – Assyrian decorative schemes (wall reliefs, wall paintings, sculptures). The purpose of this assessment is for students to demonstrate their understanding of the technique, layout, subject matter, and materials used to create various decorative pieces during the campaigns and rule of Assyrian kings. They will explore and interpret the significance of these decorative pieces, including the storytelling techniques used to convey complex events.

**Task**:

Examine the ways in which Assyrian sculptors used different narrative techniques to tell stories in their wall reliefs and paintings.

Use specific primary source examples to identify the narrative techniques used and assess how the wall reliefs have allowed the ideals of Assyrian kingship to endure over centuries.

You should comment on the change and continuity in how kings expressed their ideals through the decorative reliefs.

**Assessment conditions:**

* You will present your findings as an essay, report, or multimodal presentation
* Up to 1000 words or 6 minutes in length
* Relevant visual material may be used to support your analysis
* Sources must be acknowledged appropriately throughout and in a full bibliography

The specific features assessed are as follows:

**Knowledge and Understanding**

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

Research and Analysis

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

Application

A1 Synthesis of evidence and appropriate acknowledgment of sources.

A3 Evaluation of the nature of sources and evidence.

Performance standards for Stage 2 Ancient Studies

Downloaded from the online subject outline

|  |  |  |  |
| --- | --- | --- | --- |
| - | 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. |