Stage 1 and Stage 2 Ancient Studies

Understanding the Assessment Design Criteria

Application

Application 1: Synthesis of evidence and appropriate acknowledgment of sources

* There are two parts to this performance standard.
* Comprehensive synthesis of evidence firstly entails that evidence must come from a variety of sources. It must then be brought together to demonstrate not only similarities and differences, but moving beyond this in the upper grade bands to explore the detailed nuances of the topic, recognising the subtleties and complexities.
* As we move into the lower grade bands we would expect to see the detail and synthesis of evidence decline until the student was showing blocked description of information more reflective of a project style presentation.
* The second part of this performance standard is the acknowledgement of sources. For a student to achieve in this they need to choose one recognised referencing system and use it consistently throughout their response. Footnoting or in-text referencing are appropriate systems of acknowledging material. Students should remember that direct quotes must be acknowledged, but so to do ideas. If a student has borrowed an idea, or an argument, or a particular point of view from a secondary or primary source, it must be acknowledged. A full bibliography should also be included with the task. This should follow standard conventions of alphabetical author surname, title, publication date and house, or web site.

Application 2: Communication of ideas and arguments, using subject-specific language

* Again, there are two parts to this performance standard.
* The communication of an argument is the first part of this performance standard. This is essentially how well a student can communicate their point of view on a topic. It includes how well the response is written, spoken or presented, depending on the method of assessment be it written, oral or multimodal. Students should be mindful of their grammar, logical structure, spelling, consistent tense, word choice, punctuation, appropriate images and editing to ensure clear and precise communication.
* This performance standard also requires the student to communicate information as an argument. As we move through the lower grade bands the argument would look more like a presentation of information where there is an attempt to establish a point of view even though it might be superficial. For example in the lower bands a student might present information on Spartan slaves like a project that demonstrates their daily life and duties. However, at the higher grade bands the argument would be clear and developed. Evidence would be supportive of a specific point of view which would be presented in such a way that the line of thought would be powerful, considerate of detailed complexity, and demonstrative of depth and sensitivity within the topic. In the upper grade bands the Spartan slave project, for example, would be transformed into an argument that state owned Helots played an intricate role in the functioning of the whole Spartan state, allowing for social, political and economic stability and success, without whom the whole system would have crumbled.
* The use of subject specific language is the second part of this performance standard. In the upper bands students should be able to use subject specific terms confidently and correctly within a fluent sentence or discussion. For example rather that explaining the family unit, the student would refer to the *oikos*. When discussing Greek Drama student would be using terms such as *hubris, hamartia*, *and* *peripeteia*. Likewise, historic studies of battles would use the term triremes rather than boats and the *phalanx* strategy. In dealing with the culture explored in epic Greek literature students should use terms such as *xenia and nostos* rather than the hospitality code and the return of the hero. Using subject specific language in a genuine manner is an indication that the student is completely immersed in the topic they are studying.

Application 3: Evaluation of the nature of sources and evidence

* This performance standard asks students to be aware of what they are reading or viewing. It essentially asks students to be critical readers, aware of the cultural, social, political and historic context of the author.
* Students must be able to pick up the bias in a source and be able to evaluate why an author would want to present a particular point of view on a topic.
* Depending on the topic being discussed, students would be evaluating for example, a male point of view when writing about the role of women in society, or the social, economic and political perspective on battle strategy or expansion policy and what this brings to the historic record.
* This performance standard reminds students to be alert and aware when they are using evidence.

Summary

All in all, the “Application” performance standard really assesses the student’s ability to demonstrate their “Knowledge and Understanding,” and the “Research and Analysis.” It assesses the how of all this: how well the student can use evidence, how well the student can use subject specific language, how well the student acknowledges sources and how well the student can use evidence to present an argument.