**Stage 2 Ancient Studies**

**Assessment Type 2: Connections**

**Topic 4: Religion**

**Description:**

Students demonstrate an appreciation of the Greek Olympian religion and/or Mystery Cults, and the connections and contributions myths have made to contemporary creative works, such as literature and film. Students have engaged in a variety of class activities and discussions on Greek Olympian religion and Mystery Cults, with a focus on mythology.

**Task:**

Select a contemporary creative work (literature, film, television show, artwork, poetry, etc.) that draws upon one, or a variety of Greek myths. Produce an essay or multimodal presentation discussing **how** the Greek myth(s) have shaped the piece and what this suggests about the continued influence of Greek mythology in contemporary times.

Explore how the myth has been interpreted for a contemporary audience, considering one or more of the following concepts in your response:

* Belief systems
* Ritual processes
* Relationships between mortals and immortals
* Concepts of hubris and punishment
* Fate and human autonomy
* Sacred places
* Order of the natural world

**Assessment Conditions:**

* Essay or multimodal presentation up to a maximum of 1000 words or 6 minutes in length
* All sources must be acknowledged in-text and in a full bibliography at the end of the essay/presentation
* Relevant visual material may be used to support your points

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

Knowledge and Understanding

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

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

Research and Analysis

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

Application

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

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. |