

Achievement Standard

Subject Reference Classical Studies 1.4

Title Demonstrate understanding of social relationships in the classical world

Level 1 **Credits** 6 **Assessment** Internal

Subfield Social Science Studies

Domain Classical Studies

Status Registered **Status date** 17 December 2010

Planned review date 31 December 2014 **Date version published** 17 December 2010

This achievement standard requires demonstrating understanding of social relationships in the classical world.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of social relationships in the classical world. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of social relationships in the classical world. 	<ul style="list-style-type: none"> Demonstrate perceptive understanding of social relationships in the classical world.

Explanatory Notes

1 This achievement standard is derived from Level 6 of the Social Sciences learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

2 *Demonstrate understanding* means to explain social relationships in the classical world.

Demonstrate in-depth understanding means to give an informed explanation of social relationships in the classical world using primary source evidence.

Features of an informed explanation will include but are not limited to:

- using primary source evidence of specific relevance to the context
- explaining aspects/factors related to the social relationships.

Demonstrate perceptive understanding means to show insight into social relationships in the classical world using primary source evidence, and will include an understanding of a wider cultural context, eg the role of the paterfamilias or kyrios and his relationship with others.

Features of a perceptive understanding may include but are not limited to:

- providing and giving reasons for similarities and differences
- explaining origins and outcomes
- explaining themes and patterns
- explaining cultural expectations and codes of behaviour
- explaining limitations of sources of evidence.

- 3 *Social relationships* may refer to relationships within and between gender groups, families, classes, professions, individuals, peoples, and may involve comparison with social relationships in other cultures. Elaboration of suggested contexts is provided in the Teaching and Learning Guide.
 - 4 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced unit standard 7608, unit standard 7615, and unit standard 7616.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233