

## Achievement Standard

**Subject Reference** Classical Studies 3.3

**Title** Analyse the impact of a significant historical figure on the classical world

**Level** 3      **Credits** 6      **Assessment** External

**Subfield** Social Science Studies

**Domain** Classical Studies

**Status** Registered      **Status date** 4 December 2012

**Planned review date** 31 December 2019      **Date version published** 17 November 2016

This achievement standard involves analysing the impact of a significant historical figure on the classical world.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse the impact of a significant historical figure on the classical world.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, in-depth, the impact of a significant historical figure on the classical world.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, with perception, the impact of a significant historical figure on the classical world.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the Level 8 learning objectives in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>, which are based on *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Analyse* involves:
- methodically examining the impact of the historical figure as communicated through primary source evidence
  - discussing significant socio-political factors that may have influenced the historical figure
  - drawing conclusions about the impact of the historical figure on the classical world.

*Analyse, in-depth*, involves undertaking an informed and coherent discussion of the significant socio-political factors that may have influenced the historical figure.

Features of an informed and coherent discussion include:

- using primary source evidence of specific relevance to the context
- exploring more than one viewpoint
- making connections between individuals and their historical context
- drawing conclusions that are supported by primary source evidence.

*Analyse, with perception*, involves discussing with insight the impact of the historical figure as communicated through primary source evidence.

Features of a perceptive discussion include:

- providing critical evaluation
- showing understanding of wider implications of the analysis
- drawing developed conclusions, eg about the wider implications of Alexander the Great's relationship with the Persians.

- 3 *A significant historical figure* may include Socrates, Alexander the Great, and Augustus. Possible context elaborations are provided in the Teaching and Learning Guide and Assessment Specifications.
- 4 *Impact* refers to the effect or influence of the historical figure on social, political, artistic, philosophical, religious, scientific and/or technological aspects of the classical world.
- 5 Assessment Specifications for this achievement standard can be accessed through the Classical Studies Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

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### Replacement Information

This achievement standard replaced AS90513.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233