

## Achievement Standard

<b>Subject Reference</b>	Classical Studies 3.5		
<b>Title</b>	Demonstrate understanding of the lasting influences of the classical world on other cultures across time		
<b>Level</b>	3	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies		
<b>Domain</b>	Classical Studies		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	17 November 2016

This achievement standard involves demonstrating understanding of the lasting influences of the classical world on other cultures across time.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate perceptive understanding of the lasting influences of the classical world on other cultures across time.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from learning objective 8.2 in the *Teaching and Learning Guide for Classical Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>, which is based on *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.
- Demonstrate understanding* involves:
  - using primary source evidence
  - analysing aspects of the classical world and other cultures at three different points in time
  - exploring the influences of aspects of the classical world on other cultures in light of that analysis.
 Cultures at three different points of time refers to one of:
  - ancient Greece, ancient Rome, and one post-Classical culture
  - ancient Greece or ancient Rome, and two post-Classical cultures.

*Demonstrate in-depth understanding* involves:

- providing an informed analysis of aspects of the classical world and other cultures at three different points in time
- developing hypotheses about the influences of aspects of the classical world on other cultures.

Features of an in-depth analysis include:

- using primary source evidence of specific relevance to the context
- explaining a range of aspects linking the three points in time.

*Demonstrate perceptive understanding* involves:

- providing an analysis that shows insight into the influences of aspects of the classical world on other cultures at three different points in time.

Features of a perceptive analysis may include:

- providing reasons for similarities and differences
- establishing themes and patterns
- identifying cultural expectations and codes of behaviour
- showing discernment regarding limitations of sources of evidence.

3 *Influences* may be direct or indirect.

4 Aspects of the classical world and of other cultures may include – ideologies, art and architecture, literature, political and legal systems, warfare, science and ethics. Examples of contexts include theatre in classical Greece, Roman theatre, and modern theatre; or humour in Aristophanic comedy, Shakespearean comedy, and a modern television comedy. Possible context elaborations are provided in the Teaching and Learning Guide for Classical Studies.

5 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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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