

Field Social Sciences

Review of *Classical Studies Level 3 achievement and unit standards*

Unit standards

Subfield	Domain	ID
Social Science Studies	Classical Studies	7584-7594

Achievement standards

Domain	ID	Subject reference
Classical Studies	90511	Classical Studies 3.1
	90512	Classical Studies 3.2
	90513	Classical Studies 3.3
	90514	Classical Studies 3.4

The Ministry of Education and NZQA National Qualifications Services have completed the review of the achievement and unit standards listed above.

New registration date **December 2012**

Date new versions published **December 2012**

Planned review date **December 2016**

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at:

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 unit and achievement standards was completed in time for implementation in schools in 2013.

Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.

For a detailed description of the review of, and the changes to, the Classical Studies standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards were registered on CMR 0233.

Impact of changes on [Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91394	90511
91395	90512
91396	90513
91397	90514

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category
A Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C Major changes that necessitate the registration of a replacement achievement standard with a new ID
D Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C expire at the end of	December 2012
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2013
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Social Science > Social Science Studies > Classical Studies

ID	Ref	Title	Level	Credit	Review Category
7584		Examine aspects of Roman religion	3	6	D

ID	Ref	Title	Level	Credit	Review Category
7585		Examine and investigate aspects of classical philosophical and scientific thought	3	6	D
7586		Examine the characters, themes, and staging of two Greek tragedies	3	6	D
7587		Examine the characters, themes, and staging of two Aristophanic comedies	3	6	D
7588		Examine the characters and themes, and evaluate the poetic techniques of Virgil's Aeneid	3	6	D
7589		Analyse the character, philosophy, and methods of Socrates as reflected by Plato	3	6	D
7590		Examine the career and achievements of Augustus	3	6	D
7591		Examine the career and achievements of Alexander the Great	3	6	D
7592		Examine Juvenal's satires	3	6	D
7593		Examine the development of Attic vase painting in the 6th and 5th centuries BC	3	6	D
7594		Examine Roman public architecture, sculpture, and mosaics	3	6	D
90511	3.1	Explain a passage or passages from a work of classical literature in translation	3	6	C
91394	3.1	Analyse ideas and values of the classical world (Externally Assessed)	3	4	
90512	3.2	Explain a work or works of classical art	3	6	C
91395	3.2	Analyse the significance of a work(s) of art in the classical world (Externally Assessed)	3	4	
90513	3.3	Explain in essay format an aspect of the classical world	3	6	C
91396	3.3	Analyse the impact of a significant historical figure on the classical world (Externally Assessed)	3	6	
90514	3.4	Complete independent research on an area of the classical world	3	6	C
91397	3.4	Demonstrate understanding of significant ideology(ies) in the classical world	3	6	
91398	3.5	Demonstrate understanding of the lasting influences of the classical world on other cultures across time	3	6	New

Development of Level 3 Classical Studies Standards

Process of Aligning Standards with the New Zealand Curriculum

The standards are aligned with the strands and main concepts of the *Teaching and Learning Guide (TLG) for classical studies*, which are derived from the NZ Curriculum. The titles of the standards reflect the important learning outcomes embodied in the Learning Objectives that derive from the two conceptual Strands: Thinking Critically about Sources and Examining Values.

Addressing Duplication

Current Level 3 unit standards which duplicate outcomes covered in achievement standards have been recommended for expiry.

Addressing Credit Parity

The number of achievement standards at Level 3 has increased from four to five and the credit value of these standards has changed to better meet the requirements of the Learning Objectives in the TLG.

What has changed?

- 1 Standards in the matrix have been aligned to provide opportunity for progression across all levels.
- 2 Classical Studies now has two Learning Objectives for Curriculum Level 8. These can be found in the TLG, which derives from the New Zealand Curriculum, Learning Media and the Ministry of Education. The L3 achievement standards are aligned to these Learning Objectives.
- 3 All standards are set in the context of the classical world and primary source evidence is required at all grades.
- 4 Learning Objective 8.2 relating to the influence of the classical world on other cultures has been specifically incorporated into all standards. Influence on other cultures is included in 3.5 because it reflects the intent of the NZC, making classical studies relevant to the 21st century New Zealand learner. This is further explained in the TLG, specifically in the progressions.
- 5 In order to allow flexibility in school curriculum design, the specific aspects of contexts within the classical world are not listed in the explanatory notes of the standards. There is a shift away from prescribing set works for a topic and a move towards enabling teachers and students to choose works outside traditional programmes and relevant to the interests of their students. Information about contexts can be found in the TLG.
- 6 The specific contexts for external assessment are provided in Assessment Specifications.
- 7 Conditions of Assessment (CoA) have been developed to provide guidance about formative and summative assessment of the internally assessed standards.
- 8 At Level 3 there are now five standards rather than four to allow for flexibility of school curriculum design. At all grades, analysis is required because explanation is not sufficiently demanding at Level 3. Achievement standard 3.5 is a new internally assessed standard, focusing specifically on understanding the relationship between

Changes

AS 3.1 Analyse ideas and values of the classical world

- 1 The new title reflects the change of outcome. However, the study of classical literature remains a vehicle for achieving the learning outcomes outlined in the TLG. Literary conventions are a key element of ideas and values (refer to EN 3).
- 2 The term “texts” does not imply that more than one work of literature will be used for assessment purposes, e.g. Virgil’s Aeneid or Aristophanes’ Wasps would be regarded as “texts”.
- 3 In order to allow flexibility in school curriculum design, specific works of literature are not prescribed in the standards.
- 4 Ideological beliefs are included because they derive from Learning Objective 8.1: students will gain knowledge, skills, and experience to understand the complexity and diversity of social, political, artistic, and ideological aspects of the classical world and how these aspects influenced the lives of Greeks and Romans living in those times. The inclusion of ideology also supports the use of complex source material.
- 5 The contexts for external assessment will be provided in Assessment Specifications and will reflect the changed credit value of the aligned standard.

AS 3.2 Analyse the significance of features of a work(s) of art in the classical world

- 1 The new title includes the significance of features of art works. This reflects the change of outcome, from analysing a work or works of art to placing the works in their artistic/historical context and analysing the features of the work(s) of art and their effect.
- 2 Features may now include form and function, style, and techniques.
- 3 In order to allow flexibility in school curriculum design, specific works of art and/or architecture are not prescribed in the standards, but contexts are found in the Explanatory Notes of the standard and in the TLG.
- 4 The specific focus for each context for external assessment will be clarified in Assessment Specifications and will reflect the changed credit value of the aligned standard.

AS 3.3 Analyse the impact of a significant historical figure on the classical world

- 1 The new title aligns the standards across the three levels of the matrix, focusing on historical figures or events.
- 2 The three figures listed as examples in the standard are ideal subjects for the exploration of key themes that have modern significance. These figures come with a wealth of primary source material available which supports the conceptual Strand: Thinking Critically about Sources, found in the TLG.
- 3 The standard will no longer be assessed through a formal essay, although students may be required to analyse a significant historical figure in an organised format.

- 4 The specific focus for each context for external assessment will be clarified in Assessment Specifications.

AS 3.4 Demonstrate understanding of significant ideology(ies) in the classical world

- 1 The new title reflects the change in outcome from a skill to an understanding and to align the standards across the three levels of the matrix, focusing on social relationships, socio-political life, and belief systems.
- 2 Completion of independent research has been replaced with demonstration of understanding in 3.4. This allows the qualitative assessment of understanding and no longer requires the assessment of research skills.

AS 3.5 Demonstrate understanding of the lasting influences of the classical world on other cultures across time

- 1 The title reflects the alignment of the standards across the three levels of the matrix, focusing on the links or influence of classical culture on other cultures.
- 2 The requirement for three points of time allows demonstration of a lasting influence. This provides a clear distinction between 2.5 and 3.5.