**Stage 2 Ancient Studies**

**Assessment type 2: Connections**

**Topic 3: Political Power & Authority- Corruption**

**Assessment Conditions**: Written and recorded summary of learning to a maximum of 1000 words or equivalent multimodal.

**Purpose:**

Students explore how political systems are corrupted for personal or political gain. Students draw comparisons between the manipulation of the *Cursus Honorum* and the actions of Roman leaders or groups (i.e. Gaius Marius, Sulla, First Triumvirate) with a modern day political figure or group who has manipulated, ignored or corrupted political processes to gain power and resources.

**Description of Assessment:**

In small groups of 3 or 4, students develop and run a short 15 minute tutorial for the class exploring their modern day connection with the political climate of Ancient Rome.

Tutorial

**Your tutorial is intended to teach the class about your connection**. It will be filmed. Students participating in tutorials are expected to take notes and answer questions directed to them. Students may use their notes and ideas developed and or information presented in others’ tutorials in their own individual 1000 word summary of learning.

Your group’s tutorial should include:

* A definition of corruption
* Detailed information about corruption in Ancient Roman politics with clear reference to specific leaders and/or groups.
* A discussion of choices made by individuals and groups that directly influenced the gaining or maintenance of political power.
* A connection to a modern day (post WWII) political figure or group who has manipulated political systems to gain power in their respective society. This must be negotiated with the teacher so that all groups have a different modern connection
* Analysis of the outcome or impact on both Ancient Roman society and your chosen modern day society

Ensure that planning/research/development and presentation of the tutorial is equally shared in your group.

Summary of learning

You will be assessed on your individual 1000 word summary or equivalent multimodal (which may include a section of the filmed tutorial where you have presented your own research).

Your Summary should include:

* A clear definition of corruption
* An analysis of why ancient Roman political figures in the late republic corrupted political structures.
* A clear comparison to a modern political context where political structures have been manipulated or corrupted by groups or individuals for personal gain. This section could include ideas developed from your own and other classmates’ tutorials, but must be your own work.
* Reference to at least 2 different primary sources from the Ancient world
* In-text references and a bibliography

The specific features to be assessed are:

Knowledge and Understanding

The specific features are as follows:

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

Research and Analysis

The specific features are as follows:

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

Application

The specific features are as follows:

A1 Synthesis of evidence and appropriate acknowledgment of sources.

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

Performance standards for Stage 2 Ancient Studies

Downloaded from the online subject outline

|  |  |  |  |
| --- | --- | --- | --- |
| - | 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. |