

Subject:	Classical Studies	Stage:	2
Assessment Type 1:	Folio		
Name of Assessment:	Task 2: Roman History Folio Task		

Purpose:

The folio will assess students' critical analysis of historical material and develop skills of historical literacy. Through the investigation of Roman History, covering the decline of the Roman republic (70 – 28 BC), students will conduct extensive and balanced research into primary and secondary sources demonstrating incisive analysis and synthesis of research. Students will also demonstrate astute and selective integration of source material to develop their folio piece.

Task Description:

Choose from one of the following tasks:

The Soldier's Story

Choose any battle during the period and describe the aftermath from the point of view of a soldier from one side. You can choose any rank, even the general leading the troops. You should talk about the events leading up to the battle, the battle itself, and what the future holds.

Throughout your recount demonstrate a knowledge and understanding of your role in the army and use relevant historical sources to illustrate a diversity of attitudes, values and beliefs.

This choice can take the form of a monologue, a letter home, a journal entry, or a short story.

Biography

Choose one major player during the period and create a biography for them from their childhood, through to their death. Demonstrate a knowledge and understanding of the individual's contributions to the times they lived in, their relationships with other major figures during the period, and their legacy by referring to relevant historical sources.

This choice can take the form of a web page, a multi-media presentation or podcast.

Film Criticism

Choose any movie set during the period and criticise the accuracy of the representation of Rome, Roman life, the people, and the historical events. Explain what the film makers got correct and what they got wrong.

Demonstrate a knowledge and understanding of the period represented by referring to the relevant historical sources to illustrate a diversity of attitudes, values and beliefs.

This choice can take the form of a debate, a presentation or podcast.

Scripted Scene

Choose any situation from the period (e.g. Pompey and his advisors discussing the plan of battle at Pharsalus) and construct a scripted scene depicting what may have happened. Demonstrate knowledge and understanding of the role the situation played in the broader history of the period by referring to events leading up to the situation and having your players reference likely outcomes. Refer to the relevant historical sources to illustrate a diversity of attitudes, values and beliefs.

This choice can take the form of a script, a short story, or an acted scene (for film or radio).

In order to maximise your achievement in relation to the performance standards it is suggested that you take into account the following:

- an exploration of the power and influence of Roman military and political leaders
- the significance of strategies, tactics and alliances
- the rise and consequences of conflict
- evaluate and account for inconsistencies and contradictions in the ancient sources.
- making reference to specific times, dates, places and people to make your account factually accurate and in-depth
- although not a formal essay, your submission still requires detailed organisation and structure
- the use formal written language, using the appropriate historical terms and names for things. Avoid the use of overly spoken and informal language
- including a bibliography of references you used for the task
- including relevant footnotes for your sources.

Assessment Conditions:

A maximum of 1200 words if written or a maximum of 7 minutes for an oral presentation, or the equivalent in multimodal form.

DUE DATE:

Learning Requirements:

1. Demonstrate knowledge and understanding of selected ideas, individuals, groups, institutions, practices, events, and artifacts of the classical world.
1. Recognise and reflect on the diversity of attitudes, beliefs, and values in the classical world.
2. Research, critically analyse, synthesise, and reflect on primary and secondary sources, including literary texts.
3. Communicate informed and relevant arguments using different forms, with appropriate examples, ideas, and acknowledgment of sources.

Assessment Design Criteria:

The specific features are as follows:

Knowledge and Understanding

- KU1 Knowledge and understanding of selected ideas, individuals, groups, institutions, practices, events, and artifacts of the classical world.
- KU2 Selection and application of factual knowledge that demonstrates understanding of the civilisations of Greece and/or Rome.
- KU3 Recognition of, and reflection on, the diversity of attitudes, beliefs, and values in the classical world.

Research and Analysis

- RA1 Research into primary and secondary sources, including literary text(s).
- RA3 Recognition and application of relevant terms, concepts, and skills, including skills of historical literacy.

Communication

- C1 Communication of informed argument using appropriate examples, ideas, and acknowledgment of sources.
- C2 Integration of source material.

Performance Standards for Stage 2 Classical Studies

	Knowledge and Understanding	Research and Analysis	Communication
A	<p>In-depth knowledge and critical understanding of selected ideas, individuals, groups, institutions, practices, events, and artefacts of the classical world.</p> <p>Discerning selection and application of factual knowledge that demonstrates critical understanding of the civilisations of Greece and/or Rome.</p> <p>Discerning and well-informed recognition of, and insightful reflection on, the diversity of attitudes, beliefs, and values in the classical world.</p>	<p>Extensive and balanced research into primary and secondary sources, including literary text(s).</p> <p>Incisive critical analysis and synthesis of, and reflection on, research.</p> <p>Selective recognition and controlled application of relevant terms, concepts, and skills, including skills of historical literacy.</p> <p>Comprehensive definition and development of a point of view.</p>	<p>Clear, logical, coherent, and controlled communication of informed argument using appropriate examples, ideas, and acknowledgment of sources.</p> <p>Astute and selective integration of source material.</p> <p>Fluent and lucid explanation of ideas using a range of forms.</p>
B	<p>Well-considered knowledge and understanding of selected ideas, individuals, groups, institutions, practices, events, and artefacts of the classical world.</p> <p>Well-considered selection and application of factual knowledge that demonstrates well-informed understanding of the civilisations of Greece and/or Rome.</p> <p>Well-informed recognition of, and thoughtful reflection on, the diversity of attitudes, beliefs, and values in the classical world.</p>	<p>Sound research, with breadth and balance, into primary and secondary sources, including literary text(s).</p> <p>Well-informed critical analysis and synthesis of, and reflection on, research.</p> <p>Well-informed recognition and application of relevant terms, concepts, and skills, including skills of historical literacy.</p> <p>Well-considered definition and development of a point of view.</p>	<p>Clear and relevant communication of informed argument using mostly appropriate examples, ideas, and acknowledgment of sources.</p> <p>Well-considered selection and integration of source material.</p> <p>Mostly clear and thoughtful explanation of ideas using a range of forms.</p>
C	<p>Considered knowledge and understanding of selected ideas, individuals, groups, institutions, practices, events, and artefacts of the classical world.</p> <p>Competent selection and application of factual knowledge that demonstrates informed understanding of the civilisations of Greece and/or Rome.</p> <p>Informed recognition of, and considered reflection on, the diversity of attitudes, beliefs, and values in the classical world.</p>	<p>Generally sound and balanced research into primary and secondary sources, including literary text(s).</p> <p>Informed critical analysis and synthesis of, and reflection on, research.</p> <p>Informed recognition and application of relevant terms, concepts, and skills, including skills of historical literacy.</p> <p>Considered definition and development of a point of view.</p>	<p>Generally clear and reasonably accurate communication of informed argument using mostly appropriate examples, ideas, and acknowledgment of sources.</p> <p>Considered integration of source material.</p> <p>Generally clear explanation of ideas using some different forms.</p>
D	<p>Recognition and some understanding of ideas, individuals, groups, institutions, practices, events, and artefacts of the classical world.</p> <p>Selection and application of aspects of factual knowledge that demonstrate some understanding of the civilisations of Greece and/or Rome.</p> <p>Some recognition, and superficial consideration, of some attitudes, beliefs, and values in the classical world.</p>	<p>Superficial research into primary and secondary sources, including literary text(s).</p> <p>Superficial analysis and description of research.</p> <p>Basic recognition and application of relevant terms, concepts, and skills, including selected skills of historical literacy.</p> <p>Some definition, and partial development, of a point of view.</p>	<p>Superficial argument using limited examples, ideas, and acknowledgment of sources and tending mostly towards description.</p> <p>Some integration of descriptions of source material.</p> <p>Attempted explanation of ideas using one or more forms.</p>
E	<p>Some awareness of aspects of one or more ideas, individuals, groups, institutions, practices, events, or artefacts of the classical world.</p> <p>Attempted selection and application of aspects of factual knowledge that demonstrate some awareness of the civilisations of Greece and/or Rome.</p> <p>Attempted description of one or more aspects of attitudes, beliefs, and values in the classical world.</p>	<p>Limited research into primary and secondary sources, including literary text(s).</p> <p>Limited description of research.</p> <p>Attempted use of some relevant terms, concepts, and skills, including selected skills of historical literacy.</p> <p>Attempted development of a point of view.</p>	<p>Some attempts at argument using few examples, ideas, or acknowledgment of sources, and mostly descriptions.</p> <p>Limited integration of descriptions of source material.</p> <p>Description of one or more ideas.</p>