**Stage 2 Ancient Studies**

**Topic 2: Military Conflict – Persian Wars**

**Assessment type 1: Supervised Task - paragraph answers**

**Purpose:**

Students consolidate knowledge and understanding of military conflict in the classical Greek and Persian world and reflect on the impact of politics, social, cultural and/or economic diversity. Students will be required to communicate through an informed argument, using relevant terminology, and clear and persuasive communication.

**Description of assessment:**

Students need to complete their selection of the questions below, persuasively communicating their ideas and arguments. The task will assess student reflection on the conflict of the Persian Wars. The task should explore some of the following:

* Factors that shape conflict
* The role of Greek and Persian leaders, both political and military
* Consequences of conflict
* The formation, maintenance and breakdown of alliances.
* The actual battles including tactics, geography, weapons, armour, morale and numbers.
* Evaluation of secondary and ancient sources, particularly Herodotus.

**Students must choose to answer at least TWO questions from Part 1 and at least ONE from Part 2. Do not repeat information in any answer.**

**Questions:**

**Part 1**

1. Evaluate how luck and deception played a role in the outcome of the conflict between the Persians and the Greeks in one particular campaign of your choice.
2. Evaluate how strategic leadership contributed to a Greek victory in the Persian Wars in one or more battles.
3. Discuss the differences in weaponry for both the Persians and the Greeks.

**Part 2.**

1. Contrast Herodotus’ account of the Persian Wars with that of other historians. What judgement would you make of Herodotus as a reliable source?
2. Assess the degree of unity present between the Greek poli during the course of the Persian Wars?
3. Evaluate how Athenian Naval developments influenced the outcome of the conflict and contributed to Athens’ growing power in the ancient Greek world.

**Assessment Conditions:**

* The questions are answered without teacher assistance and under timed and supervised conditions.
* Students have 10 minutes planning time and 90 minutes to complete their answers.
* This assignment may be hand written or word processed.
* Students may use a dictionary/spell checker.
* Students may not bring in a copy of the texts or any supportive notes/materials.

You’ll be assessed using the following:

Knowledge and Understanding

The specific features are as follows:

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

KU2 Recognition of, and reflection on, political, social, cultural, and/or economic diversity within the ancient world.

Research and Analysis

The specific features are as follows:

RA1 Research into and analysis of primary and secondary sources and perspectives.

Application

The specific features are as follows:

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

Performance standards for Stage 2 Ancient Studies

Downloaded from the online subject outline

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