



The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internally assessed standards in 2024. It also provides further insights from moderation material viewed throughout the year and outlines the Assessor Support available for Classical Studies.

## Insights

### **91397: Demonstrate understanding of significant ideology(ies) in the classical world**

#### **Performance overview:**

This standard requires analysing an ideology(ies) from the classical world. Popular topics range from aspects of religion in the classical world, Roman values under Augustus, Alexander the Great and the policy of fusion, funeral rites and Socratic moral philosophy. Those with a focused analysis on ideology itself within their chosen topic, ensuring examples/sources used are specific to the ideology, tend to do well compared to those who write about everything on a topic hoping to cover the requirements.

#### **Practices that need strengthening:**

Issues seen were generally around two areas. First, the ideology not being clear within the analysis – it is helpful to start an assessment with a clear statement on what ideology is to be analysed and revisit this throughout to ensure the assessment does not get off track. The second issue is around primary source evidence – the use of primary sources is required at all grade levels, and students are encouraged to use a combination of quoting, paraphrasing and referencing sources explicitly to support the analysis.

### **91398: Demonstrate understanding of the lasting influences of the classical world on other cultures across time**

#### **Performance overview:**

This standard requires that students show understanding of the lasting influences of the classical world on other cultures. The evidence needs to show how a classical context has influenced later cultures. Popular topics are the classical hero over time (for example, how Odysseus influenced later versions of heroes), propaganda from Ancient Rome and how this influenced later forms of propaganda, as well as mythology in art over time and theatre/drama/comedy.

Successful assessments tended to focus their discussion on identifying aspects within the classical context. For example, instead of using multiple artworks across each time-period that address a range of aspects generally, stronger responses tended to focus on one classical artwork in depth by identifying aspects (like the use of colour, symbols, pose, etc). This could then be more clearly connected to art works across two later time periods with a more explicit analysis of the classical influence through the lens of the aspects identified.

#### **Practices that need strengthening:**

A key issue is the lack of analysis around influence, e.g. a focus on looking at three separate time periods with minimal analysis on how the chosen classical context influenced the later

cultures. A lot of evidence is around 'comparing and contrasting' each culture within the assessment, which is level 7 of the curriculum. To move to level 8 of the curriculum, the analysis needs to explore the influence seen. Similarities and differences are a part of the Excellence criteria. However, these should be explained through the lens of why these are present.

## **Assessor Support**

NZQA offers online support for teachers as assessors of NZC achievement standards. These include:

- Exemplars of student work for most standards\*
- National Moderator Reports\*
- Online learning modules (generic and subject-specific)\*\*
- Clarifications for some standards\*
- Assessor Practice Tool for many standards\*\*
- Webcasts\*

\* hosted on the NZC Subject pages on the NZQA website.

\*\*hosted on Pūtake, NZQA's learning management system. Accessed via Education Sector Login.

We also may provide a speaker to present at national conferences on requests from national subject associations. At the regional or local level, we may be able to provide online support.

Please contact [workshops@nzqa.govt.nz](mailto:workshops@nzqa.govt.nz) for more information or to lodge a request for support.

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