

LEVEL 4 ASSESSMENT SPECIFICATION

Module:	Cauldron of Democracy and Tragedy: Classical Greek History and Literature		
Module code:	HPAH4005	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Errietta Bissa	Internal Verifier:	
Assignment Title:	Portfolio	Word count (or equivalent):	Equivalent to 4,000 words
Submission deadline:	As appropriate within the block	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- ☐ Demonstrate a good knowledge of Classical Greek literature, its development and relationship with literary, social, and historical contexts.
- ☐ Demonstrate a good knowledge of the major events of the Classical period in Greece.

TASK DESCRIPTION

This portfolio is in FOUR parts:

Portfolio Part 1 (20%): Annotated Timeline

An annotated timeline, is a timeline where for **each** event, period or issue that you include in your timeline you write **a minimum of 20 words** summarising the event, period or issue, and you provide **references** to both ancient sources/material and modern scholarship.

You need to provide **40 timeline points**. All timeline points must be relevant to the GREEK world.

The timeline is a **collaborative work** of the whole class. You will be expected to add to the collaborative timeline at least 3 times per week on the appropriate space on Moodle. You will have the option to either add a timeline point, or add to an existing timeline point without repeating the same information.

You should remember to **identify** YOUR contribution of a timeline point or to a timeline point clearly by: **(a)** starting your contribution with a black spade suit ♠, **AND (b)** ending your contribution with your name in brackets, ex. [Jackie Patel].

Example of a timeline point (2 contributors):

424 BCE: ♠ The Spartan conquest of Amphipolis (Thuc. 4.103-6): Stopped Athenian domination of the Strymon area, including its timber supplies (Bissa 2009:121). [Nick Dawson] ♠ It showed how land-based forces could threaten parts of the Athenian Empire (Cawkwell 1997:95). The loss brought considerable consternation to the Athenians (Thuc.4.108). [Lilian Nowak]

Portfolio Part 2 (20%): Author Profiles

An author profile is a summary of the life, writings, genre and main problems affecting interpretation and contextualisation of an **ANCIENT** author. You should write a minimum of **200 words** for each author profile, and provide **references** to both ancient sources/material and modern scholarship.

You need to provide **5 author profiles**. All authors must be writing or composing in the GREEK language and during antiquity.

This is a **collaborative work** of the whole class. You will be expected to add to the collaborative portfolio of authors at least 1 time per week on the appropriate space on Moodle. You will have the option to either add an author profile, or add to an existing author profile without repeating the same information.

You should remember to **identify** YOUR contribution of an author profile or to a profile clearly by: **(a)** starting your contribution with a black spade suit ♠, **AND (b)** ending your contribution with your name in brackets, ex. [Jackie Patel].

Example of an author profile (1 contributor):

Diodorus Siculus: ♠ Diodorus was a first-century BCE writer of universal history. He wrote the *Bibliotheca Historica*, or Library of History, in 40 books (Meister 2006). He was from Agyrrhium in Sicily (D.S. 1.4.4), and he travelled certainly to Egypt (D.S. 1.44.1) and Rome (D.S. 1.4.2), according to his own admission, and possibly elsewhere, as part of researching his history (D.S. 1.4.1). Unfortunately, only part of his work survives, specifically books 1-5 and 11-20, while parts of the rest are available in fragments quoted in other authors (Meister 2006). Diodorus is our primary historical source for the period between the Second Battle of Mantinea (362 BCE), when Xenophon ends his *Hellenica* (Xen. *Hell.* 7.5.26) and 301 BCE. Diodorus has been often considered a poor historian in modern scholarship (Meister 2006), and for a large part of the 20th century, he was considered a compiler rather than a historian (Hornblower 1981:27; Stylianou 1998:132). This has changed over the last few decades with a number of scholars trying to “rehabilitate” Diodorus’ reputation (Sacks 1996; Rubincam 1987). [Amanda Rowlands]

Portfolio Part 3 (20%): Gobbet

Write a 500-word gobbet analysis. You should choose **ONE** passage **either** from Category A **or** from Category B. Note: your choice of category in this part of the portfolio will affect what category you can choose in Portfolio Part 4 – so, check out Portfolio Part 4 before making your choice here.

A	B
It was this Miltiades who was now the Athenian general, after coming from the Chersonese and escaping a two-fold death. The Phoenicians pursued him as far as Imbros, considering it of great importance to catch him and bring him to the king. [2] He escaped from them, but when he reached his own country and thought he was safe, then his enemies met him. They brought him to court and prosecuted him for tyranny in the Chersonese, but he was acquitted and appointed Athenian general, chosen by the people. Hdt 6.104	From the Heliconian Muses let us begin to sing, who hold the great and holy mount of Helicon, and dance on soft feet about the deep-blue spring and the altar of the almighty son of Cronos, [5] and, when they have washed their tender bodies in Permessus or in the Horse's Spring or Olmeius, make their fair, lovely dances upon highest Helicon and move with vigorous feet. Hesiod <i>Theogony</i> 1-9
Since we are not allowed to speak to the people, lest, forsooth, a multitude should be deceived ¹ by seductive and unanswerable arguments which they would hear set forth in a single uninterrupted oration (for we are perfectly aware that this is what you mean in bringing us before a select few), you who are sitting here may as well make assurance yet surer. Let us have no set speeches at all, but do you reply to each several statement of which you disapprove, and criticise it at once. Say first of all how you like this mode of proceeding. Thuc. 5.85	From there glorious song enfolds the wisdom of poets, so that they loudly sing [10] the son of Cronus, when they arrive at the rich and blessed hearth of Hieron, who wields the scepter of law in Sicily of many flocks, reaping every excellence at its peak, and is glorified [15] by the choicest music, which we men often play around his hospitable table. Come, take the Dorian lyre down from its peg, if the splendor of Pisa and of Pherenicus placed your mind under the influence of sweetest thoughts, [20] when that horse ran swiftly beside the Alpheus, not needing to be spurred on in the race, and brought victory to his master, the king of Syracuse who delights in horses. Pindar <i>Ol.</i> 1.9-22
Such are Amistres and Artaphrenes and Megabates and Astaspes, marshals of the Persians; kings themselves, yet vassals of the Great King, [25] they press on, commanders of an enormous host, skilled in archery and horsemanship, formidable to look upon and fearful in battle through the valiant resolve of their souls. Artembares, too, who fights from his chariot, [30] and Masistres, and noble Imaeus, skilled with the bow, and Pharandaces, and Sosthanes, who urges on his steeds. Aesc. <i>Pers.</i> 23-32	O Bromius, labors numberless have I had because of you, now and when I was young and able-bodied! First, when Hera drove you mad and you went off leaving behind your nurses, the mountain-nymphs; ¹ [5] next, when in the battle with the Earthborn Giants I took my stand protecting your right flank with my shield and, striking Enceladus with my spear in the center of his targe, killed him. Eur. <i>Cy.</i> 1-8
But now some young drunkards go to Megara and carry off the courtesan Simaetha; the Megarians, hurt to the quick, run off in turn with two harlots of the house of Aspasia; and so for three gay women Greece is set ablaze. Then Pericles, aflame with ire on his Olympian height, let loose the lightning, caused the thunder to roll, upset Greece and passed an edict, which ran like the song, “That the Megarians be banished both from our land and from	But the day when I was impatiently awaiting a piece by Aeschylus, what tragic despair it caused me when the herald called, “Theognis, introduce your Chorus!” Just imagine how this blow struck straight at my heart! On the other hand, what joy Dexitheus caused me at the musical competition, when he played a Boeotian melody on the lyre! But this year by contrast! Oh! what deadly torture to hear Chaeris perform the prelude in the Orthian mode! —Never,

A	B
our markets and from the sea and from the continent.” Aristo. <i>Ach.</i> 531-43	however, since I began to bathe, has the dust hurt my eyes as it does to-day. Aristo. <i>Ach.</i> 10-20
Again, perhaps they will say in their haphazard style that some citizens, by claiming to be Megarians and Messenians, at once gain immunity, whole crowds at a time, to say nothing of slaves and jailbirds like Lycidas and Dionysius; such are the examples they select. When they hold such language, deal with them thus. Tell them, if they are speaking the truth, to produce the decrees which contain these men's immunity; for no one in your city enjoys immunity unless granted by some decree or law. Dem. 20.131	But since you make mention of Achilles and Patroclus, and of Homer and the other poets—as though the jury were men innocent of education, while you are people of a superior sort, who feel yourselves quite beyond common folks in learning—that you may know that we too have before now heard and learned a little something, we shall say a word about this also. For since they undertake to cite wise men, and to take refuge in sentiments expressed in poetic measures, look, fellow citizens, into the works of those who are confessedly good and helpful poets, and see how far apart they considered chaste men, who love their like, and men who are wanton and overcome by forbidden lusts. Aeschin. 1.141
The proper thing is for the state, while being a multitude, to be made a partnership and a unity by means of education, as has been said before and it is strange that the very philosopher who intends to introduce a system of education and thinks that this will make the city morally good should fancy that he can regulate society by such measures as have been mentioned instead of by manners and culture and laws, just as the legislator introduced community of property in Sparta and Crete by the institution of public messes. Arist. <i>Pol.</i> 1263b	Further, the orator should be able to prove opposites, as in logical arguments; not that we should do both (for one ought not to persuade people to do what is wrong) , but that the real state of the case may not escape us, and that we ourselves may be able to counteract false arguments, if another makes an unfair use of them. Rhetoric and Dialectic alone of all the arts prove opposites; for both are equally concerned with them. However, it is not the same with the subject matter, but, generally speaking, that which is true and better is naturally always easier to prove and more likely to persuade. Arist. <i>Rh.</i> 1.1.12
	It was at night that the Paralus arrived at Athens with tidings of the disaster, and a sound of wailing ran from Piraeus through the long walls to the city, one man passing on the news to another; and during that night no one slept, all mourning, not for the lost alone, but far more for their own selves, thinking that they would suffer such treatment as they had visited upon the Melians, colonists of the Lacedaemonians, after reducing them by siege, and upon the Histiaeans and Scionaeans and Toronaeans and Aeginetans and many other Greek peoples. Xen. <i>Hell.</i> 2.2.3

Portfolio Part 4 (40%): Essay

Write a 1500-word essay. You should choose **ONE** title **either** from Category H **or** from Category L. If in PORTFOLIO PART 3, you chose a passage from Category A, then you should choose an essay title from Category B. If in PORTFOLIO PART 3, you chose a passage from Category B, then you should choose an essay title from Category A.

A	B
How do inscriptions illuminate Athens' relations with her allies in EITHER the period of the Delian League OR the period of the Second Athenian League?	How did epic influence tragedy? Provide examples from at least 3 plays.
What are the main potential reasons for the Spartan decline?	Providing appropriate examples, identify and discuss the main rhetorical devices used in Lysias 1.
What was the effect of Carthage on the classical history of Sicily?	What are the uses of mythology in epinician poetry? Provide examples from at least 3 Odes.
Was the League of Corinth different from previous Leagues in the classical period?	How does Plato engage with poetry? Provide examples from at least 2 dialogues.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of some personal responsibility.	of minor weakness.				