



National
Qualifications

Classical Studies

Assignment

Assessment task

This is the assessment task for the assignment Component of Higher Classical Studies Course assessment.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

Valid from session 2014/15 and until further notice

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Introduction

This is the assessment task for the Higher Classical Studies assignment.

This assignment is worth 30 marks out of a total of 90 marks. The marks contribute 33% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document gives marking instructions for assessors for the assignment Component of this Course and instructions for candidates.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

The assessment instructions for candidates are provided in Appendix 1 and must be detached and given to the candidate.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing learners for Course assessment.

The assessment task will be set and externally marked by SQA and conducted in centres under the conditions specified by SQA.

Part One: General marking principles for Higher Classical Studies assignment
This information is provided to help you understand the general principles you must apply when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed Marking Instructions which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for this assignment.
- (b) Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.
- (c) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (d) The purpose of the Classical Studies Resource Sheet is to support candidates in presenting the findings of their research. It will not be marked. However, it may assist in the marking of the assignment by enabling clarification of points which the candidate has made in the presentation of their evidence, and may allow markers to gain an insight into what the candidate intended.

Candidates can structure their assignment evidence in a variety of ways.

Candidates can demonstrate their skills, knowledge and understanding in a variety of ways and at different points in their assignment evidence. Markers should credit relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.

The term 'aspect' is used in these marking instructions to refer in a wide sense to encompass any religious, political, social, moral or cultural aspects of the classical world including aspects of classical literature which illustrate universal themes, ideas or values. Candidates should analyse different relevant aspects of the issue they have selected for study.

In presenting their findings, candidates will show the following skills, knowledge and understanding:

A. Analysing different aspects of an issue in classical studies

Candidates can be credited in a number of ways up to a maximum of 5 marks.

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

Candidates will identify relevant aspects of their issue and clearly show at least one of the following:

- ◆ links between different aspects
- ◆ links between aspect(s) and the whole
- ◆ links between aspect(s) and related concepts
- ◆ similarities and consistency
- ◆ contradictions and inconsistency
- ◆ different views/interpretations
- ◆ the relative importance of aspects
- ◆ understanding of underlying order or structure

B. Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life

Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates should compare and contrast religious, political, social, moral or cultural aspects of the Greek and/or Roman worlds, with the modern world.

C. Drawing on in-depth knowledge and understanding to explain fully and analyse the issue

Candidates can be credited in a number of ways up to a maximum of 8 marks.

For a knowledge mark to be awarded, points must be:

- ◆ relevant to the issue
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the issue

D. Synthesising information

Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates will draw together a range of information from their sources in response to the question or issue. Candidates can show evidence of synthesis in a variety of ways such as, for example:

- ◆ *We know that ... which, when combined with ... tells us that ...*
- ◆ *Information in this source together with ... shows that ...*
- ◆ *This, ... added to ... can show that ...*
- ◆ *... adds weight to/supports the argument that ... because ...*

E. Evaluating different aspects of the issue

Candidates can be credited in a number of ways **up to a maximum of 4 marks**.

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- ◆ the relevance/importance/usefulness, eg of a viewpoint or source
- ◆ the overall relevance/importance of a religious, political, social, moral or cultural aspect of life in the classical world
- ◆ strengths and weaknesses, eg of a source or argument
- ◆ any other relevant evaluative comment

F. Reaching a reasoned and well-structured conclusion on the issue

Candidates can be credited in a number of ways **up to a maximum of 2 marks**.

Candidates will make an overall judgement about the issue which is clearly based on their analysis and evaluation.

Candidates may come to a conclusion at any point in the evidence of their assignment or may provide a series of mini-conclusions which make an overall judgement.

G. Explaining supporting information and potential challenges/counter-arguments

Candidates can be credited in a number of ways **up to a maximum of 2 marks**.

Candidates should explain evidence which supports their conclusion and a potential challenge or counter-argument.

Specified resources to be taken into assessment

Candidates may take evidence collected during the research phase into the production of evidence stage, using the Classical Studies Resource Sheet. The Resource Sheet must be submitted with the evidence produced during the final production of evidence stage. The Classical Studies Resource Sheet will be a single-side of A4 paper.

The Classical Studies Resource Sheet taken into the production of evidence stage may include for example: evidence/data from research; bullet points/headings; mind maps; summary notes/quotes from sources including archaeological sources; details of internet search results; extracts from books; summary notes taken from a visit or talk; summary notes taken from a written or audio-visual source, etc.

Part Two: Detailed Marking Instructions

These detailed Marking Instructions provide the basis on which the marking principles should be applied. These are also then presented in grid form to assist markers in developing an overview of how the marking principles should be applied.			
	Marking Instructions	Max mark	Supported commentary
A	Analysing different aspects of an issue in classical studies	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Candidates will use their knowledge and understanding/a source to identify relevant components (eg of a text, theme, source, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> ◆ links between different components ◆ links between component(s) and the whole ◆ links between component(s) and related concepts ◆ similarities and contradictions ◆ consistency and inconsistency ◆ different views/interpretations ◆ possible consequences/implications ◆ the relative importance of components ◆ understanding of underlying order or structure <p>1 mark will be awarded for each analytical comment, up to a maximum of 5 marks.</p>

B	Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p><i>1 mark should be given for each developed point of comparison or contrast between the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life, although they do not need to use this terminology.</i></p>
C	Drawing on in-depth knowledge and understanding to explain fully and analyse the issue	8	<p>1 mark should be given for each accurate relevant key point of knowledge used to support an aspect, up to a maximum of 8 marks.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> ◆ relevant to the issue they have chosen ◆ developed (by providing additional detail, exemplification, reasons or evidence) ◆ used to respond to the demands of their question
D	Synthesising information	4	<p>1 mark will be awarded for each developed point, referenced to a source, which is combined with any second developed point – whether referenced to a source or not – up to a maximum of 4 marks.</p>
E	Evaluating different aspects of the issue	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. Candidates will make a judgement on the different aspects within their issue.</p> <p>1 mark should be awarded for each evaluative comment made on an aspect.</p>
F	Reaching a reasoned and well-structured conclusion on the issue	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>1 mark will be awarded where the candidate comes to a conclusion about the issue. Their conclusion should include an overall judgement about the issue supported by at least one valid and relevant reason.</p>

			A second mark should be awarded where the candidate also organises their overall response into a coherent line of argument in response to the issue
G	Explaining supporting information and potential challenges/counter-arguments	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>1 mark should be awarded where the candidate presents a detailed explanation of supporting evidence.</p> <p>A second mark should be awarded where the candidate also explains a potential challenge or counter-argument to their conclusion.</p>

Area	0 marks	1 mark	2 marks	3 marks
Analysing different aspects of an issue in classical studies	No comment is made relating to the aspects	1 mark will be awarded for each analytical comment, up to a maximum of 5 marks		
Comparing and contrasting the Greek and/or Roman worlds with the modern world in terms of religious, political, social, moral or cultural life	No comparison is made	1 mark will be awarded for each developed point of comparison or contrast between the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life, up to a maximum of 5 marks		
Drawing on in-depth knowledge and understanding to explain fully and analyse the issue	No relevant, developed points of knowledge are made in response to the issue	<p>1 mark will be awarded for each developed point of made, up to a maximum of 8 marks.</p> <p>For knowledge marks to be awarded, points must be:</p> <ul style="list-style-type: none"> ◆ relevant to the issue ◆ developed (by providing additional detail, exemplification, reasons or evidence) ◆ used to respond to the demands of the issue 		
Synthesising information	No evidence of synthesis	1 mark will be awarded for each developed point, referenced to a source, which is combined with any second point – whether referenced to a source or not – up to a maximum of 4 marks.		
Evaluating different aspects of the issue	No judgement is made on aspects of the topic or issue	1 mark will be awarded for each relevant evaluative comment, up to a maximum of 4 marks		

<p>Reaching a reasoned and well-structured conclusion on the issue</p>	<p>No overall judgement on the issue is presented</p>	<p>1 mark will be awarded where the candidate comes to a conclusion about the issue including an overall judgement supported by at least one valid and relevant reason</p>	<p>A second mark should be awarded where the candidate also organises their overall response into a coherent line of argument in response to the issue</p>	
<p>Explaining supporting information and potential challenges/counter-arguments</p>	<p>No explanation of supporting evidence or of potential challenges/counter arguments</p>	<p>1 mark should be awarded where the candidate presents a detailed explanation of supporting evidence.</p>	<p>A second mark should be awarded where the candidate also explains a potential challenge or counter-argument to their conclusion.</p>	

Appendix 1: Instructions for candidates

Classical Studies assignment

This assignment gives you the opportunity to research a classical studies issue or question of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant issue or question.

This assignment is worth 30 marks out of a total of 90 marks. The marks contribute one third of the overall marks for the Course assessment. The Course will be graded A-D.

In your assignment you will:

- ◆ choose an appropriate classical studies issue
- ◆ analyse different aspects of the issue
- ◆ compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life
- ◆ draw on in-depth knowledge and understanding to explain fully and analyse the issue
- ◆ synthesise information
- ◆ evaluate different aspects of the issue
- ◆ reach a reasoned and well-structured conclusion on the issue
- ◆ explain both supporting evidence and potential challenges/counter-arguments

When doing your research and when producing your evidence, you can demonstrate these skills in any way that you think makes sense for the issue or question you have chosen. You do not have to demonstrate them in any set order.

You will produce the evidence for your assignment within one hour and 30 minutes under controlled conditions.

You will have the Classical Studies Resource Sheet to help you produce your evidence.

You may use only one side of this single sheet. The Classical Studies Resource Sheet will be submitted to SQA together with your evidence.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

The following information will help you understand the requirements of the Higher Classical Studies assignment.

Choose a classical studies issue about which there are alternative or different points of view

Choose an issue which should allow you to:

- ◆ find information on the issue you have chosen to study
- ◆ show different points of view on your issue
- ◆ come to a conclusion which you can support with reasons

Your teacher/lecturer may support you by commenting upon the suitability of the issue you have chosen and advising on the likely availability of resources.

Analyse different aspects of the issue

Analysis is about exploring different aspects of the issue and making links between them. It is about going beyond description and explanation of relevant details and drawing out the connections and implications.

You will need to identify the main aspects related to the issue you have chosen to research.

You can analyse these in a number of ways, for example by showing:

- ◆ links between different aspects
- ◆ links between aspect(s) and the whole
- ◆ links between aspect(s) and related concepts
- ◆ similarities and contradictions
- ◆ consistency and inconsistency
- ◆ different views/interpretations
- ◆ possible consequences/implications
- ◆ the relative importance of components
- ◆ understanding of underlying order or structure

Compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life

Use the aspects of the classical world you have identified to compare the Greek and/or Roman worlds with the modern world.

You should identify how life has changed or stayed much the same. Remember to think about religious, political, social, moral or cultural aspects of life. Any comparison should be supported by detailed reference to both the classical and modern worlds, showing specifically where the point of comparison is being made.

Draw on in-depth knowledge and understanding to explain fully and analyse the issue

Think of what other information you know about this issue. You don't need to say where this information came from. Add this to the information you found in your research.

Synthesise information

Bring together the information you have found from your research and from your own knowledge to address the issue. In presenting evidence from sources, you should say where the information comes from. For example:

- ◆ Pliny tells us "....." which fits with the archaeological evidence such as ...
This shows ...
- ◆ *We know from source A that ... which, when combined with ... tells us that ...*
- ◆ *When we consider source A together with ... We can see that ...*
- ◆ *The information in source A can be added to what we know from ... to show that ...*

Evaluate aspects of the issue

Make a judgement about the different aspects of the issue. This could include judgements such as how important each aspect is in relation to the other aspects, how much evidence there is to support a particular aspect or how useful or reliable the evidence for a particular aspect is.

Reach a reasoned and well-structured conclusion on the issue

You should present an overall conclusion in which you should make a judgement about the issue you have researched.

Your judgement should be supported by a reason. You should also organise your evidence so that your judgement is supported by a clear line of argument about the issue which is consistent with the evidence you have presented.

Explain supporting evidence and potential challenges/counter-arguments.

You should explain what evidence you have that supports your conclusion, and also explain a potential challenge to your overall judgement, or potential counter argument to the one you have made.

Additional advice and guidance

Using the Classical Studies Resource Sheet

You will have Classical Studies Resource Sheet with you when you produce your evidence.

There are many types of evidence/information you can include on your Resource Sheet. It may include, for example: evidence/data from research; bullet points/headings; mind maps; summary notes/quotes from sources including archaeological sources; details of internet search results; extracts from books; summary notes taken from a visit or talk; summary notes taken from a written or audio-visual source, etc.

Working with others

While you should choose your own issue to research, others in your class may have chosen a similar issue. It might be helpful to work part of the time with others when you are collecting information.

If this is the case it is important that you are able to show what you have contributed to this part of your assignment and that the evidence you take into the assessment is your own work.

Candidate name:

Candidate number:

Classical Studies Resource Sheet

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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