

Further information on Higher Classical Studies Course Assessment (November 2013)

Key messages

SQA is currently developing Course and Unit assessments. This document outlines our progress in Course Assessment for the Higher Course in Classical Studies.

The new Classical Studies Higher Course will maintain the standard of the current qualification at Higher and will continue to be benchmarked against SCQF level 6 as well as ensuring that the level of demand for candidates is consistent with other Higher qualifications.

Course assessment will consist of two components: a question paper and an assignment. Both will be externally assessed. Course assessment will be out of 90 marks. The question paper is worth 60 marks and the coursework assignment is worth 30 marks.

The new Classical Studies Higher Course combines popular and relevant contexts from the current Course as well as introducing updated content and new contexts to ensure the continuing relevance of the subject. The Higher Classical Studies Course has been revised to build on the skills, knowledge and understanding developed at National 5 and provide clear progression from National 5 and on to Advanced Higher.

The Course will provide opportunities to develop breadth and depth of knowledge and understanding, and the application of skills, through the study of a range of classical contexts. Personalisation and choice will be maintained through a range of contexts for study as well as the opportunity for candidates to choose an issue for research in the Classical Studies: Assignment.

Across both components of the course assessment, skills and knowledge and understanding will have equal importance. Skills will be developed within a body of relevant knowledge and understanding in the contexts of Classical Greece, the Roman World and Classical Literature. Each component will assess both skills and knowledge and understanding, although the question paper will have a greater emphasis on knowledge and understanding while the assignment will have a greater emphasis on the application of skills.

The question paper will assess the skills and sample knowledge and understanding from the Course Specification and the Course Assessment Specification. It will build on the approach taken at National 5 as well as drawing upon styles of questions familiar to Classical Studies.

The assignment will apply research skills in the context of a classical issue. Learners have an open choice of classical issue to allow for personalisation and choice.

Points of stability and points of change between current Higher and new Higher

| | Points of Stability | Points of Change |
|--------------------------------|---|--|
| Skills | Source handling and essay writing are retained | Two kinds of source handling skills to build from N5. Issue based extended responses address either analysis or evaluation. |
| Use of sources | Use of a range of sources of information. | In the assignment, candidates will research an issue and collect sources. |
| Knowledge and understanding | Familiar topics and issues will be retained across all Units and in all three sections of the question paper. Prescribed texts still suitable as sources of themes in Classical Literature. | Focus on themes in Classical Literature. No prescribed texts. |
| Question stems / command words | Familiar approaches to extended response questions | Greater clarity and consistency in use of command words, followed through into marking instructions. |
| Unit Assessment | 3 Units | Increased flexibility in approaches to gathering evidence. |
| Course Assessment | Question Paper retained. | Question Paper (135 minutes) and Assignment (Production of evidence stage in up to 90 minutes). |
| Types of Question | Extended responses and source-based questions. | Issue based extended responses reduced from 20 to 12 marks. Format of source based questions will build on N5 and have larger mark allocations. |
| Marking instructions | Will continue to be available. | Substantially more detail and advice and guidance for centres in how marks are allocated to a range of responses. Greater clarity in marking principles. |
| Level of demand | Benchmarked against SCQF level 6 and current Higher | Improved alignment with other subjects at Higher |
| Marks | 80 marks in total | 90 marks: 60 from question paper, 30 from assignment |

Higher specimen question paper (publication by 28 February 2014)

The question paper will assess the skills and sample knowledge and understanding from the Course Specification and the Course assessment Specification. It will demonstrate progression from National 5 as summarised in the table below:

| | National 5 | Higher |
|---|--|--|
| Total marks | 60 | 60 |
| Time | One hour 30 minutes | Two hours 15 minutes |
| Sections | 3 sections | 3 sections |
| Mark ranges for each question in the SQP | 2 – 8 | 8 - 20 |
| Number of questions | 2-4 per section, 10 overall | 1-2 per section, 5 overall |
| Use of sources | Use up to 2 detailed sources | Use up to 3 detailed/complex sources |
| Question paper format/optionality/choice | Within optional parts, no choice of questions. Separate source handling questions within optional parts. | Within optional parts, choice of extended response questions. Separate source handling questions within optional parts. |
| Mandatory content | Questions drawn from contexts in Classical Greece, the Roman World and Classical Literature. | Questions drawn from contexts in Classical Greece, the Roman World and Classical Literature. |
| Depth of treatment of mandatory content | Detailed descriptions and explanations | Extended responses requiring knowledge and understanding and analysis/evaluation |
| Question stems/command words | <ul style="list-style-type: none"> • Describe ... • Explain ... Source based questions assessing skills of: <ul style="list-style-type: none"> • Interpreting information • Evaluating the usefulness of a source • Evaluating how fully two sources address an aspect of life in the classical world | <ul style="list-style-type: none"> • Analyse ... • To what extent.... Source based questions assessing skills of: <ul style="list-style-type: none"> • Interpreting information and evaluating the usefulness of a source • Analysing how fully three sources address an issue in the classical world <i>Statement on a theme in Classical Literature</i> <ul style="list-style-type: none"> • Discuss this view with reference to any classical text(s) you have studied and with reference to the modern world. |

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding by sampling from the mandatory information on Course coverage.

This question paper will give learners an opportunity to demonstrate the following higher-order

skills and knowledge and understanding from the mandatory content of the Course:

This question paper will have three sections. Each section will be made up of questions requiring candidates to draw on their knowledge and understanding and apply skills.

In Sections 1 and 3, the skills, knowledge and understanding that will be assessed are:

- ◆ analysing evidence, including archaeological evidence, to explain aspects of the classical world
- ◆ evaluating the usefulness of sources of evidence about the classical world
- ◆ knowledge and understanding from across the three Units of the Course

In Section 2, the skills, knowledge and understanding that will be assessed are:

- ◆ analysing and evaluating universal ideas, themes or values revealed by classical literature
- ◆ knowledge and understanding from across the three Units of the Course

The knowledge and understanding will be drawn from the *Classical Studies (Higher) Course Specification* and the Further Mandatory Information on Course coverage in the *Classical Studies (Higher) Course Assessment Specification*.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. The question paper will be out of 60 marks. The duration of the question paper will be 2 hours 15 minutes. It will be divided into three sections, each of 20 marks. Each section will each have optional parts; there will be parity of demand between the optional parts.

Section 1 – Life in Classical Greece

Section 2 – Classical Literature

Section 3 – Life in the Roman World

In Sections 1 and 3, candidates will answer one question assessing their source-handling skills (8 marks). In one of the sections, candidates will be asked to evaluate the usefulness of a source for addressing an aspect of the classical world. In the other section, they will be asked to analyse how fully three sources address an aspect of the classical world.

Candidates will also answer one extended-response question (12 marks) from a choice of two. This will ask them **either** to analyse **or** to evaluate an aspect of life in the classical world. Where the source question requires analysis, the extended response will require evaluation. Where the source question requires evaluation, the extended response will require analysis.

In Section 2, candidates will answer one extended-response question (20 marks). This will assess knowledge and understanding and higher-order skills of analysis and evaluation. Candidates will answer one question from a choice of two. Each question will address a different universal theme. Candidates can use any texts they have studied to analyse and evaluate the theme with reference to the classical and modern worlds.

For the question paper, there will be a separate question paper and answer booklet. (For sample questions from the current draft of the Specimen Question paper, please see Appendix 1.)

Higher Coursework**(publication by 31 March 2014)**

An assignment is a new method of assessment for this subject.

The assignment will apply research skills in the context of a classical issue. Candidates have an open choice of issue to allow for personalisation and choice.

At Higher, the assignment will give candidates an opportunity to demonstrate the following higher-order cognitive skills, knowledge and understanding:

- ◆ identifying an appropriate classical studies topic or issue about which there are alternative or different points of view
- ◆ researching the topic or issue
- ◆ analysing and synthesising information in a structured manner
- ◆ drawing on in-depth knowledge and understanding to explain fully and analyse the topic or issue
- ◆ evaluating the usefulness or reliability of at least two sources of information
- ◆ comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life
- ◆ reaching a detailed and well-reasoned conclusion on the topic or issue, with a detailed description of both supporting information and potential challenges or counter-arguments

At Higher the assignment will have 30 marks (33% of the total mark). The assignment will have a greater emphasis on the assessment of skills than the question paper.

The following table illustrates progression from the National 5 Assignment to the Higher Assignment:

| | National 5 | Higher |
|--|---|--|
| Marks | 20 | 30 |
| Time for production of evidence stage | Up to one hour under controlled conditions | Up to one hour 30 minutes under controlled conditions |
| Choice of topic | Any relevant Classical Studies topic or issue | Any relevant Classical Studies issue about which there are alternative views |
| Analysis | Compare Classical and Modern worlds | Identifying aspects of the ideas, themes or values in the classical world and drawing out the relationships between them. Comparing perspectives on the issue in the classical and modern worlds. |
| Evaluation | Evaluate usefulness and reliability of sources used | Evaluate usefulness and reliability of sources used |
| Synthesis | Not assessed | Knowledge and research evidence synthesised to create a line of argument |
| Specified information | Up to one single sided sheet of A4 | Up to one single sided sheet of A4 |

The assignment has two stages, a research stage and a production of evidence stage. The production of evidence stage will be conducted under a high degree of supervision, within one hour 30 minutes, and submitted to SQA for external marking. SQA will produce two documents called Assignment: General Assessment Information and Assignment: Assessment Task.

Learners can use only specified resources during the production of evidence stage. The nature of the specified resources should show evidence of research carried out by the candidate and may include, for example: primary sources including archaeological and numismatic evidence; views of textbooks; notes taken from a visit or talk; notes taken from a written or audio visual source. Candidates may be advised by teachers/ lecturers as to resources that would be appropriate for the assignment at this SCQF level.

Criteria used to allocate marks

- ◆ Analysing different factors contributing to a topic or issue in Classical Studies
- ◆ Comparing and contrasting the Greek and/or Roman worlds with the modern world
- ◆ Synthesising information in a structured manner
- ◆ Use of referenced knowledge
- ◆ Use of knowledge
- ◆ Conclusion
- ◆ Supporting a conclusion

(For further information from the current draft of the assignment, please see Appendix 2.)

Appendix 1

The following examples show *some* of the questions in each section of the current draft of the Specimen Question Paper.

Read Source A and answer question 1 below.

Source A is an extract from a court case brought by the author against *Eratosthenes* who has seduced his wife.

Source A

When I decided to marry, Athenians, and brought a wife to my house, I was for some time disposed not to harass her but not to leave her free to do as she pleased. So I watched her as far as I could and paid attention to her as far as was reasonable. But when my child was born, thinking this the truest expression of the close tie between us, I began to trust her and I put all my resources at her disposal. At first, gentlemen, she was the best of wives – a clever housekeeper. It was my mother’s death that was the origin of all my troubles. When she was carried out to burial, my wife went with the procession, was seen by that man and generally seduced. He used to wait for the slave girl who went to market and, making propositions through her, brought about my wife’s downfall.

Lysias, *Against Eratosthenes*, 1.6ff [5th century BC]

Evaluate the usefulness of **source A** for describing the lives of women in 5th century Athens.

You can use information about the origin of the source, the content of the source and what you know about the issue to make a judgement about the usefulness of the source.

8

Analyse the role of the state in organising religion in 5th Century Athens.

12

Study Sources A, B and C and answer the question below.

Source A is a container used to store the ashes of a 5 year old child.

Source A



Source B is from a modern writer describing Roman funeral practices.

Source B

Because the Romans believed that a proper burial was essential for progression to the afterlife, there was much concern about this. Arrangements for their burials were complicated, could be expensive and could not be left to chance in the hope that their relatives would ensure proper burial. Romans planned carefully and took steps to ensure a proper burial for themselves. Many Romans belonged to funeral societies, called *collegia*, to ensure proper burial. Members were guaranteed a spot in the society's shared tomb.

Source C is from a Roman writer.

Source C

Meanwhile, on the shore, they were weeping bitterly for Misenus and paying their last respects to his senseless ashes. First they raised a huge pyre, heavy with cut oak and pine, weaving the sides with dark foliage, set funereal cypress in front, and decorated it above with shining weapons. Some heated water, making the cauldrons boil on the flames, and washed and anointed the corpse.

How fully do **sources A, B** and **C** explain attitudes to death and funerals in the Roman world?

Use at least two of the sources and your own knowledge.

8

To what extent did the Roman authorities tolerate alternative religious beliefs?

12

Conflict lies at the heart of all human experience.

Discuss this view with reference to any classical text(s) you have studied and with reference to the modern world.

20

Draft General Marking Principles for Classical Studies Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) For credit to be given, points must relate to the question asked.
- (d) There are five types of question used in this question paper. Each assesses a particular skill, namely:
 - i. Analyse an issue in Classical Greece or the Roman World
 - ii. Evaluate an issue in Classical Greece or the Roman World
 - iii. Evaluate the usefulness of Source B for...
 - iv. How fully do Sources C, D and E explain ...
 - v. Analyse and evaluate a theme in classical literature
- (e) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.

i Questions that ask candidates to analyse an issue in Classical Greece or the Roman World (12 marks)

Up to the total mark allocation for this question of 12 marks:

Candidates will be awarded up to a maximum of 4 marks for identifying aspects of the issue, and explaining the relationships between these, including causal links, contradictions, inconsistencies or interpretations.

Examples of relationships between identified aspects could include:

- ◆ **Establishing links between aspects:** e.g. This aspect led to that aspect. Or At the same time there was also ...
- ◆ **Establishing contradiction or inconsistencies between aspects:** e.g. While there were political motives for doing this, the religious aspects were against doing this.
- ◆ **Exploring different interpretations of these aspects:** e.g. While some people have viewed the evidence as showing this, others have seen as showing ... OR While we used to think that this was the case, we now think that it was really ...
- ◆ **Commenting on their overall significance when taken together:** e.g. While these were not significant in themselves, when taken together we can see that their total impact was ...

They will be awarded **1 mark** for each developed point of knowledge used to support their analysis of the issue **up to a maximum of 8 marks**. A **maximum of 5 marks** will be awarded for knowledge used to address any single aspect.

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

- ◆ relevant to the question
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the question (i.e. explain, analyse, etc.)

ii Questions that ask candidates to evaluate an issue in Classical Greece or the Roman World (12 marks)

Evaluation

Up to 4 marks can be awarded for making a judgement on the issue, explaining the basis on which the judgement is made.

Evaluative comments may include:

- ◆ **The extent to which the aspect is supported by the evidence:** e.g. This evidence shows that X was a very significant aspect.
- ◆ **The relative importance of aspects:** e.g. This evidence shows that X was a more significant aspect than Y.
- ◆ **Counter arguments including possible alternative interpretations:** e.g. One aspect was However, this may not be the case because ... Or However, more recent research tends to show that
- ◆ **The overall impact/ significance of the aspects when taken together:** e.g. While each aspect may have had little effect on its own, when we take them together they became hugely important.
- ◆ **The importance of aspects in relation to the context:** e.g. Given the situation which they inherited, these actions were more successful than they might appear.

They will be awarded **1 mark** for each developed point of knowledge used to support their evaluation of the issue **up to a maximum of 8 marks**. A **maximum of 5 marks** will be awarded for knowledge used to address any single aspect.

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

- ◆ relevant to the question
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the question (i.e. explain, analyse, etc.)

iii Questions that ask Evaluate the usefulness of a given source ... (8 marks)

Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:

- ◆ who produced it
- ◆ when it was produced
- ◆ why it was produced
- ◆ the content of the source, by interpreting the meaning of the source and taking into account issues such as accuracy, bias, exaggeration, corroboration

- ◆ the context of the source, by expanding on points made in the source, or through references to area of specific content the source has omitted, thereby limiting its usefulness

Example:

Source B is useful for describing democracy in classical Greece as it was written by a leading member of Athenian society. (1 mark for origin) It is a play so it may be less useful as it was written more for entertainment rather than to show life as it really was. (1 mark for purpose) The source mentions specificallywhich means (1 mark for interpretation of the content) This point is supported by ... (1 mark for using knowledge to expand on a point of interpretation) However, it fails to mention that which limits how useful it is. (1 mark for knowledge used to explain its limitations.)

iv Questions that ask candidates to assess how fully multiple sources explain an aspect of life in Classical Greece or the Roman world (8 marks)

Candidates must make connections between the sources and specific events, practices or ideas in the classical world. Points from the sources must be interpreted to show understanding rather than simply quoted. There is no need for any prioritising of points.

Up to the total mark allocation for this question of 8 marks:

- ◆ **Up to a maximum of 4 marks** should be given for accurate relevant points interpreted from the sources.
- ◆ **Up to a maximum of 5 marks** should be given for accurate relevant points of knowledge used to explain the extent to which the source addresses a given aspect of the classical world by expanding on points made in the source, or through references to area of specific content the source has omitted.
- ◆ **A maximum of 4 marks** may be awarded where candidates refer to only 1 source.

Example:

The sources show the extent of religious tolerance fairly fully. Source A shows the remains of a roman temple in Spain which shows that Roman gods were worshipped across the empire. (1 mark for interpreting the source). Temples like this have been found all across the Roman Empire showing that Roman religious practices were widely adopted. (1 mark for using knowledge to expand on a point of interpretation). Source B tells us that Romans incorporated aspects of local religion into their own religious practices. 1 mark for interpreting a second source). An example of this is the Isis cult which was widely practiced in Rome and was incorporated into the pantheon of Roman Gods. (1 mark for using knowledge to expand on a point of interpretation) However, while this was true of some aspects of religious life, there was an expectation that local religious practices were observed alongside the Roman gods, and not in place of them.(1 mark for knowledge used to explain the limitations of the sources.)

v Questions that ask candidates to discuss a viewpoint on a theme in Classical Literature (20 marks)

Candidates must apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They will identify relevant elements of the texts and make connections between the text(s) and universal ideas, themes or values showing how the universal ideas, themes or values are displayed through the characters or

strands of action. They will explain what the text(s) reveals about how an idea, theme or value was viewed in the classical world and evaluate its significance to the world today.

Candidates must apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They will make connections between the text(s) and universal ideas, themes or values showing how the universal ideas, themes or values are displayed through the characters or strands of action. They will analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world and evaluate its significance to the world today.

Analysis of elements of the theme in the text(s)

Up to 3 marks can be awarded for identifying aspects of the ideas, themes or values as they are presented in the text(s). Candidates will identify different ways in which the theme is explored in the text(s) and draw out the relationships between them.

They will show their analysis by, for example:

- ◆ **Establishing links between aspects** e.g. This feature led to that feature. Or At the same time there was also.. **OR** These events caused that consequence for this character.
- ◆ **Establishing contradiction or inconsistencies within aspects** e.g. While they showed their free will in that way, fate limited them in this way
- ◆ **Establishing contradiction or inconsistencies between aspects** e.g. While this aspect of the theme was significant for this character, it was much less significant for that character.
- ◆ **Exploring different interpretations of the theme in classical literature** e.g. While some people may view this aspect of the theme as significant for the character, others may argue that
- ◆ **Commenting on their overall significance when taken together** e.g. While these aspects were not significant in themselves, when taken together we can see that their total impact was ...

Analysis of the theme in the wider classical world and in the modern world

Up to 6 marks can be awarded for identifying aspects of the theme and the relationship between them. **Candidates will** explain how aspects of the ideas, themes or values as they are presented in the text(s) were understood in the wider classical world, and how they are understood in the modern world. Of these 6 marks, **a maximum of 4 marks** may be awarded for analysis which relates to either the classical or the modern world.

They will show their analysis by, for example:

- ◆ **Establishing links between aspects** e.g. This aspect of the theme is shown in the text(s) in this way. In the wider classical world it would have been seen like this ... **OR** This theme was viewed in this way in the classical world and would be viewed in that way in the modern world.
- ◆ **Establishing contradiction or inconsistencies within aspects** e.g. While this would have been viewed in this way in the classical world, in the modern world it is often viewed as

- ◆ **Establishing contradiction or inconsistencies between aspects** e.g. While this aspect would have been viewed in this way in the classical world, that aspect would have been viewed differently.
- ◆ **Exploring different interpretations of the theme in classical literature** e.g. While today we may view their actions as violent and immoral, in the classical world these actions would have been regarded as a duty or as truly heroic.
- ◆ **Commenting on their overall significance when taken together** e.g. While these were not significant in themselves, when taken together with other the ideas, themes or values in the classical world we can see that their total impact was ...

Evaluation

Up to 3 marks can be awarded for developing a line of argument which makes a judgement on the validity of the viewpoint presented on the theme. The argument should be presented in a balanced way making evaluative comments which show their judgement on the individual factors and may use counter-arguments or alternative interpretations to build their case.

Evaluative comments may include:

- ◆ **The extent to which the aspect is supported by the evidence in the text(s)** e.g. *This shows that X was a very significant aspect.*
- ◆ **The relative importance of aspects** e.g. *This shows that X was a more significant aspect than Y.*
- ◆ **Counter arguments including possible alternative interpretations.** e.g. *One aspect was However, this may not be the case because ... Or However, in the modern world we would interpret this as*
- ◆ **The overall impact/ significance of the aspects when taken together.** e.g. *While each aspect may have had little effect on its own, when taken together.....*
- ◆ **The importance of aspects in relation to the context of the classical and/ or modern world** e.g. *In the classical world this would have been interpreted as ... while in the modern world this would be regarded as*

Use of Knowledge

Up to 6 marks can be awarded for using knowledge to support the analysis or evaluation. For a knowledge mark to be awarded, points must be:

- ◆ relevant to the theme in the theme
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the question (e.g. explain, analyse, evaluate)

Conclusion

Up to 2 marks can be awarded for answers which provide a relative overall judgement of the theme, connected to the evidence presented and which provide reasons for their overall judgement.

Appendix 2

Draft 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 are reflected in the detailed Marking Instructions that will be used to mark the assignment.

- a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions.
- 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, i.e. marks should be awarded for what is correct and not deducted for 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 demonstrate a range of approaches to how they structure their assignment evidence in the production of evidence stage.

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 it is demonstrated.

The terms 'Topic or issue' are used in these marking instructions to refer in a wide sense to encompass any aspects of society, or aspects of classical literature which illustrate universal themes, ideas or values. The topic or issue selected should be analysed in terms different areas relevant to that aspect of society.

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

A Researching the topic or issue

Candidates can be credited in a number of ways up to a maximum of 4 marks. Candidates should identify the sources which they have used by referring to them clearly and directly. They may refer to their sources in a number of ways.

B Analysing different areas within to a topic or issue in Classical Studies

Candidates can be credited in a number of ways **up to a maximum of 4 marks**. Candidates will identify aspects of the issue, and explain the relationships between these, including causal links, contradictions, inconsistencies and interpretations.

Examples of relationships between identified aspects could include:

- ◆ **Establishing links between areas:** e.g. This belief led to that practice. Or At the same time there was also... These events caused that consequence for this character.
- ◆ **Establishing contradiction or inconsistencies within areas:** e.g. While they were successful in that way, they were limited in this way
- ◆ **Establishing contradiction or inconsistencies between areas:** e.g. While there were political motives for doing this, there were religious reasons against doing this.
- ◆ **Exploring different interpretations of these areas:** e.g. While some people have viewed the evidence as showing this, others have seen as showing ... OR While we used to think that this was the case, we now think that it was really ...
- ◆ **Exploring different interpretations of classical literature:** e.g. While today we may view their actions as violent and immoral, in the classical world these actions would have been regarded as a duty or as truly heroic.

Drawing on in-depth knowledge and understanding

Candidates can be credited in a number of ways up to a maximum of 8 marks. Candidates should use their own knowledge and understanding to support the analysis.

A 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 4 marks. Candidates should compare and contrast areas of the Greek and/or Roman worlds, with the modern world.

B Synthesising information in a structured manner

Candidates can be credited in a number of ways up to a maximum of 3 marks. Candidates will draw together the evidence from the sources and their own knowledge to create a consistent picture of their chosen topic or issue. These will be presented in a logical order to address the issue. Candidates will show evidence of synthesis such as:

- ◆ 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 ...
- ◆ Pliny tells us '.....' which fits with the archaeological evidence such as ... This shows ...

C Evaluating the usefulness or reliability of at least two sources of information

Candidates can be credited in a number of ways up to a maximum of 4 marks. Candidates will make evaluative comments on the evidence such as:

- ◆ The extent to which knowledge of the area is supported by the sources. This may take the form of: *This evidence shows that X was a very significant area of.... which is supported by other sources.*
- ◆ The relative importance of different sources for studying this area. This may take the form of: *This source is a more significant piece of evidence..... than source Y.*
- ◆ The range and/ or sufficiency of the evidence in the source which supports knowledge of this area. This may take the form of: *While there is a great deal of archaeological evidence for there is very little evidence in the written sources.* OR *While there is*

some evidence for this in Greek Drama, much of this was included only for dramatic effect and so should not be overly relied on.

- ◆ The overall impact/ significance of the sources when taken together. This may take the form of: *While each piece of evidence may have limited value on their own, when we take them together they became hugely important.*
- ◆ The importance of the source in relation to the context. This may take the form of: *While this source may seem limited, in the context of ... it has much greater significance.*
- ◆ The reliability of the source. This may take the form of: *The evidence in source A may seem helpful, but the source was produced for ... And so may be less reliable.*

D Reaching a detailed, and well-reasoned conclusion on the topic or issue, with a detailed description of both supporting information and potential challenges or counter-arguments

Candidates can be credited in a number of ways up to a maximum of 3 marks. Candidates will make an overall judgement about the relative importance of different areas.

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.

The candidate will provide developed points of argument or evidence which clearly justify the overall judgement made. They will explicitly address any potential challenges or counter-arguments to their conclusion.