



Advanced Higher  
Coursework  
Assessment Task



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# Advanced Higher Classical Studies

## Project–dissertation

### Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

**Valid from session 2019-20 and until further notice.**

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# Contents

Introduction	1
Marking instructions	2
Instructions for candidates	10

# Introduction

This document contains marking instructions and instructions for candidates for the Advanced Higher Classical Studies project–dissertation. You must read it in conjunction with the course specification.

This project–dissertation has 50 marks out of a total of 150 marks available for the course assessment. This is 33% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

# Marking instructions

In line with SQA's normal practice, the following marking instructions for the Advanced Higher Classical Studies project–dissertation are addressed to the marker. They are also helpful for those preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your principal assessor.
- c Candidates can structure their project–dissertations in a variety of ways and may also demonstrate their skills, knowledge and understanding in a variety of ways and at different points in their project–dissertation. Award marks for relevant and appropriate skills, knowledge and understanding, wherever they appear in the project–dissertation.
- d The word limit for the project–dissertation is between 3,000 and 4,000 words (excluding references, bibliographies and appendices). Candidates must submit the word count with the completed project–dissertation. References for, and quotations from, classical and modern sources are not included in the overall word count.
- e If the word count exceeds the maximum by more than 10%, a penalty is applied. If the coursework is more than 10% over the word limit, mark the candidate's work as normal, then refer it to the principal assessor. You must state clearly that the candidate's work is being referred because it is over the word limit.

## Detailed marking instructions

The marking instructions grid that follows describes the skills which the candidate's response should show. The marking is holistic, assessing the quality of the work as a piece of research.

Some skills are of greater importance than others. To make sure that the important skills are given greater weight, the marking grid is applied hierarchically, meaning that, working from the right side of the grid, the candidate's response must fully show the fundamental skills required for the lower mark allocation before any marks can be allocated for the skills indicated in the box to the left.

For example, when assessing:

### **A Justify an appropriate complex classical studies issue for research**

if the candidate's response fully shows the skills described in the grid sector for 1-4 marks:

- ◆ what the purpose or aim of the research is
- ◆ why this area of research is of interest or value in the context of classical studies
- ◆ what makes this research appropriately complex for Advanced Higher level
- ◆ how the project will achieve its aims, for example what evidence will be examined

then the candidate's response fully shows these skills and it can be considered for the further 2 marks. However, if it does not show these fundamental skills, then it does not include the description of justification which is required in a high quality piece of research, and will not achieve the higher marks.

These detailed marking instructions provide guidance on how to apply the general marking principles.

				5-6 marks	1-4 marks	0 marks
<b>A</b>				<p>Candidates meet the criteria for 4 marks</p> <p><b>and</b></p> <p>explain the plan for research clearly, showing that a logical, systematic approach has been taken</p> <p><b>and</b></p> <p>explain why the title has been chosen in preference to alternative titles on the same theme or aspect of the classical world.</p>	<p>Candidates' justification includes at least one developed point about each of the following:</p> <ul style="list-style-type: none"> <li>◆ what the purpose or aim of the research is</li> <li>◆ why this topic has value for classical studies research</li> <li>◆ what makes this research appropriately complex for Advanced Higher level</li> <li>◆ what evidence will be examined</li> </ul>	<p>Candidates do not provide a clear justification</p> <p><b>and/or</b></p> <p>points of justification are not relevant.</p>
Justify an appropriate complex classical studies issue for research						
6 marks						

	9-10 marks	7-8 marks	5-6 marks	3-4 marks	1-2 marks	0 marks
<b>B</b> <b>Research the issue using a wide range of sources of information</b>  <b>10 marks</b>	Candidates meet the criteria for 8 marks  <b>and</b>  consistently and accurately reference their sources throughout  <b>and</b>  use a conventional or recognised referencing system for their bibliography and references.	Candidates meet the criteria for 6 marks  <b>and</b>  provide valuable comment about the usefulness or limitations of two different primary sources.	Candidates use at least five relevant primary sources effectively  <b>and</b>  use at least two relevant secondary sources effectively.	Candidates use three or four relevant primary sources effectively  <b>and</b>  use at least one relevant secondary source effectively.	Candidates use one or two relevant primary sources effectively  <b>or</b>  use one primary source effectively.	Candidates do not use any sources accurately to support their argument.

		7-8 marks	5-6 marks	3-4 marks	1-2 marks	0 marks
<b>C</b> <b>Analyse the issue</b>  <b>8 marks</b>		Candidates meet the criteria for 6 marks  <b>and</b>  some of their analytical points effectively respond to issues or opinions in secondary sources.	Candidates make at least five relevant analytical points  <b>and</b>  at least four of their analytical points are well-developed.	Candidates make three or four relevant analytical points.	Candidates make one or two relevant analytical points.	Candidates provide no evidence of analysis (a purely descriptive or narrative response).



		7-8 marks	5-6 marks	3-4 marks	1-2 marks	0 marks
<b>D</b> <b>Compare the classical world and later times</b>  <b>8 marks</b>		Candidates meet the criteria for 6 marks  <b>and</b>  their comparisons engage effectively with sources of information which justify statements or opinions about later times.	Candidates make three relevant points of comparison  <b>and</b>  for each point, clearly explain which classical and later aspects are being compared.	Candidates make two relevant points of comparison  <b>and</b>  for each point, clearly explain which classical and later aspects are being compared.	Candidates make one or two relevant points of comparison.	Candidates do not make any relevant points of comparison.

		7-8 marks	5-6 marks	3-4 marks	1-2 marks	0 marks
<b>E</b> <b>Evaluate the classical world</b>  <b>8 marks</b>		<p>Candidates meet the criteria for 6 marks</p> <p><b>and</b></p> <p>one or more points of evaluation effectively respond to issues or opinions in secondary sources.</p>	<p>Candidates make three relevant points of evaluation</p> <p><b>and</b></p> <p>points include well-developed value judgements.</p>	<p>Candidates make two or three relevant points of evaluation</p> <p><b>and</b></p> <p>one of these points is well-developed.</p>	<p>Candidates make one or two relevant points of evaluation.</p>	<p>Candidates do not make any relevant points of evaluation.</p>

	9-10 marks	7-8 marks	5-6 marks	3-4 marks	1-2 marks	0 marks
<b>F</b> <b>Synthesise evidence to develop a sustained and coherent line of argument</b>  <b>10 marks</b>	Candidates meet the criteria for 8 marks  <b>and</b>  their conclusion engages effectively with alternative viewpoints or interpretations of the evidence in their investigation.	Candidates meet the criteria for 6 marks  <b>and</b>  provide a conclusion which shows reasoning  <b>and</b>  their conclusion is based upon most of the points in the argument.	Candidates' line of argument is fully coherent  <b>and</b>  is structured appropriately to address the question or title.	Candidates' line of argument is largely coherent  <b>and</b>  addresses the question or title.	Candidates' line of argument in the investigation breaks down in places or responds to the question in a limited or incoherent way.	Candidates do not make a sustained line of argument.

# Instructions for candidates

This assessment applies to the project–dissertation for Advanced Higher Classical Studies.

This project–dissertation is worth 50 marks. This is 33% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ justifying an appropriate complex classical studies issue for research
- ◆ researching the issue using a wide range of sources of information
- ◆ analysing the issue
- ◆ comparing the classical world and later times
- ◆ evaluating the classical world
- ◆ synthesising evidence to develop a sustained and coherent line of argument

Your project–dissertation should demonstrate that you have met these criteria. You do not have to demonstrate them in the same order as they are listed above. For example, your conclusion could, but does not need to, come at the end of your writing.

This project–dissertation gives you an opportunity to develop your knowledge of classical studies at Advanced Higher level and to apply this knowledge to an issue of interest to you.

The project–dissertation encourages you to develop as an independent learner and to develop skills which will be useful to you in future study or work. Among these skills are planning, research, presentation and evaluation.

You can research any classical studies issue of your choice. A successful project–dissertation is likely to be about a topic in which you have a genuine interest.

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

## **Working with others**

You must choose your own issue to research. However, others in your class may have chosen a similar one. It might be helpful to work part of the time with others when you are researching your issue.

If this is the case, it is important that the evidence you produce is your own work.

## **Word count**

Your completed project–dissertation should be between 3,000 and 4,000 words (excluding references, bibliographies and appendices). You must submit the word count with your completed project–dissertation. If the word count exceeds the maximum by more than 10%, a penalty is applied. References for, and quotations from, classical and modern sources are not included in the overall word count.

The following information helps you understand the requirements of the Advanced Higher Classical Studies project–dissertation.

In this assessment you have to:	How you can do this:
<p>◆ <b>justify an appropriate complex classical studies issue for research</b></p>	<p>The issue you choose must be one which allows you to meet the requirements of the project–dissertation. A complex issue requires analysis, evaluation and allows you to synthesise points into a line of argument, leading to a conclusion.</p> <p>Once you have decided on an issue to research, you will need to include a justification. In this you should write about:</p> <ul style="list-style-type: none"> <li>◆ the purpose of researching the issue</li> <li>◆ why this topic has value for classical studies in general</li> <li>◆ what makes this research appropriately complex for Advanced Higher level</li> <li>◆ what evidence you will examine</li> </ul> <p>Your teacher or lecturer may support you by commenting on the suitability of the issue you have chosen and advising on the likely availability of sources.</p>
<p>◆ <b>research the issue using a wide range of sources of information</b></p>	<p>You should collect information relevant to your issue, from a wide range of sources. Depending on the topic you have chosen, the number and type of appropriate sources will vary. For example, an investigation into social topics would require a wide range of materials and written sources, some of which may be relatively short; an investigation into the lives or careers of a particular character may require the use of a few long sources.</p> <p>You should base your research on primary sources, but you must also use at least two secondary sources.</p> <p>You should provide evidence to show that you have used sources, not merely read them, for example:</p> <ul style="list-style-type: none"> <li>◆ direct quotes</li> <li>◆ summarised information</li> <li>◆ paraphrasing of ideas and arguments</li> <li>◆ any other relevant use of the source(s)</li> </ul> <p>You should explain why at least two of the sources you have chosen are valuable for the research, and show that you have considered any relevant limitations or uncertainties of the sources.</p> <p>When writing your project–dissertation, you should make clear,</p>

In this assessment you have to:	How you can do this:
	<p>accurate and direct reference to the sources of information, using a standard referencing system, so that the marker knows where your information comes from. For example:</p> <ul style="list-style-type: none"> <li>◆ use ‘quotation marks’ around any text that has come from other sources, or indent longer sections of text from other sources</li> <li>◆ acknowledge the sources of diagrams, illustrations or images</li> <li>◆ consistently reference quotes from sources using a recognised referencing system</li> <li>◆ write a bibliography (a list of all sources), using a recognised referencing system</li> </ul> <p>Your referencing should be consistent throughout your project—dissertation.</p> <p>Remember that plagiarism (passing off other people’s work and ideas as your own) is cheating. This includes copying passages from the internet and not acknowledging the source. It is also plagiarism if:</p> <ul style="list-style-type: none"> <li>◆ all or some of your project—dissertation has been produced by someone else</li> <li>◆ you have copied from a book, an internet site or an essay bank without referencing</li> </ul> <p>Markers can easily spot plagiarism. If plagiarism is detected, you will lose marks. It may result in your qualifications being cancelled.</p>
<ul style="list-style-type: none"> <li>◆ <b>analyse the issue</b></li> </ul>	<p>For each analytical point, you should show that you have understood the issue by explaining different aspects or components and making links between them.</p> <p>You should show that you have read around the issue, demonstrating both an understanding of the details of the issue (depth), and understanding of the wider context (breadth).</p> <p>You should link points of analysis into your overall line of argument and show that you have made links between other people’s ideas or arguments in secondary sources, and your own.</p>
<ul style="list-style-type: none"> <li>◆ <b>compare the classical and later times</b></li> </ul>	<p>You should show how the classical world can be compared with later times: what is similar and what is different.</p> <p>You should show that your comparison is based on the sources you have used. Remember to consider that there may be different interpretations of how things are the same or different, and that</p>

In this assessment you have to:	How you can do this:
	<p>societies may be alike in some ways, but different in others. Your comparison does not have to relate to the UK – you can compare any part of the world with the classical world. You should provide some evidence to justify your opinions about later times.</p> <p>You should integrate the comparison into your overall line of argument. You should also include a value judgement on different aspects of the similarities or differences between the classical world and later times. For example, are there reasons to see one as superior?</p>
<p>◆ <b>evaluate the classical world</b></p>	<p>You should evaluate the importance of the issue within the classical world and, if appropriate to the topic, how the wisdom or achievements of the classical world benefits understanding of later times, including the modern world.</p> <p>Remember to consider that there may be different interpretations of this, and that an aspect of the classical world may be very significant in some ways, and less so in others. Your evaluation does not have to relate to the UK – you can compare any later times in any part of the world with the classical world.</p> <p>You should link points of evaluation into your overall line of argument and show that you have made links between other people’s ideas or arguments in secondary sources, and your own.</p> <p>You should include a value judgement on different aspects of how knowledge of the classical world is valuable and significant.</p>
<p>◆ <b> synthesise evidence to develop a sustained and coherent line of argument</b></p>	<p>You should draw together the points of analysis, evaluation and comparison in your research to produce a fluent and structured response to the issue. Your response should have a well-directed and clear line of argument.</p> <p>The conclusion should include an overall judgement about the issue. This should be based on the developed points within your argument.</p> <p>A good conclusion should take into account possible alternative views which could be taken, and perhaps point towards further questions on the same issue.</p> <p>Your conclusion can, but does not need to, come at the end of your writing. If you choose to present your conclusion anywhere other than at the end, you must make sure that you state clearly that you are drawing a conclusion to your whole argument.</p>

## Administrative information

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### History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

## Security and confidentiality

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