



National  
Qualifications

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# Classical Studies

## Assignment

### Assessment task

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This is the assessment task for the assignment Component of National 5 Classical Studies Course assessment.

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# Introduction

This is the assessment task for the National 5 Classical Studies assignment.

This assignment is worth 20 marks out of a total of 80 marks. The marks contribute 25% 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.

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

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](http://www.sqa.org.uk/sqa/14977.html)

# Marking instructions

## Part one: general marking principles for National 5 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, ie 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 help candidates use their evidence and references, collected during the research stage, to address their chosen question or issue. The Resource Sheet should be no more than one single side of A4 and no more than 200 words. No marks will be awarded for directly copying extended pieces of text/narrative from the Resource Sheet; however it is fine to copy quotations in full. It must not be used by candidates to pre-write their assignment.

The Resource Sheet 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.

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

- A. Drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue**
  - ◆ Candidates can be credited in a number of ways **up to a maximum of 6 marks**, depending on the number of relevant points made
- B. Commenting on the usefulness or reliability of two sources of information**
  - ◆ Candidates can be credited in a number of ways **up to a maximum of 5 marks**.
  - ◆ Candidates should make comments about the usefulness or reliability of the sources they have used.

- C. 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 **3 marks**.
  - ◆ Candidates should compare and contrast aspects of the Greek and/or Roman worlds with the modern world.
- D. Reaching a reasoned conclusion on the topic or issue**
- ◆ Candidates can be credited in a number of ways up to a maximum of **3 marks**.
  - ◆ Candidates may come to a conclusion at the end of their assignment or may provide a series of conclusions.
- E. Reference to 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**.
  - ◆ Reasons given should relate to the evidence presented. Candidates must also comment on the potential challenges or counter-arguments against their conclusion.

**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 and no more than 200 words.

The Classical Studies Resource Sheet taken into the production of evidence stage should show evidence of the research carried out by the candidate and may include, for example: research data; notes taken from archaeological sources; details of internet search results; newspaper articles or extracts; extracts from books; notes taken from a visit or talk; and notes taken from a written or audio visual source, etc.

Candidates can receive guidance from their assessor on the type of resources which would be appropriate for the assignment at this SCQF level.

## 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	Drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><i>One mark should be given for each accurate, relevant key point of knowledge used, up to a maximum of 6 marks.</i></p> <p><b>6 marks</b>      Six relevant points are made which explain and analyse key features of the topic or issue</p> <p><b>5 marks</b>      Five relevant points are made which explain and analyse key features of the topic or issue</p> <p><b>4 marks</b>      Four relevant points are made which explain and analyse key features of the topic or issue</p> <p><b>3 marks</b>      Three relevant points are made which explain and analyse key features of the topic or issue</p> <p><b>2 marks</b>      Two relevant points are made which explain and analyse key features of the topic or issue</p> <p><b>1 mark</b>        One relevant point is made which explains and analyses a key feature of the topic or issue</p> <p><b>no mark</b>       Evidence is not used to explain and analyse key features of the topic or issue</p>

<b>B</b>	Commenting on the usefulness or reliability of two sources of information	<b>5</b>	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p><i>Candidates should make comments about the usefulness or reliability of the sources they have used.</i></p> <p><b>5 marks</b>      Two points are made about the usefulness or reliability of each source including a developed point on one of the sources</p> <p><b>4 marks</b>      Two points are made about the usefulness or reliability of each source</p> <p><b>3 marks</b>      Two points are made about the usefulness or reliability of one source, and one point is made about the usefulness or reliability of another source</p> <p><b>2marks</b>      One point is made about the usefulness or reliability of each of two sources</p> <p><b>1 mark</b>      One point is made about the usefulness or reliability of one source</p> <p><b>no mark</b>      No relevant comment is made on any sources</p>
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C	Comparing and contrasting the Greek and/or Roman worlds with the modern world in terms of religious, political, social, moral or cultural life	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks. They may take different approaches to organising their findings.</p> <p><i>Candidates should compare and contrast aspects of the Greek and/or Roman worlds with the modern world.</i></p> <p><b>3 marks</b>      <b>More than one point of similarity and one point of difference is made between the Greek and/or Roman worlds and the modern world</b></p> <p><b>2 marks</b>      <b>One point of similarity and one point of difference is made between the Greek and/or Roman worlds and the modern world</b></p> <p><b>1 mark</b>        <b>One point of similarity or difference is made between the Greek and/or Roman worlds and the modern world</b></p> <p><b>no mark</b>      <b>No comparison is made</b></p>
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<b>D</b>	Reaching a reasoned conclusion on the topic or issue	<b>3</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 3 marks.</b></p> <p><i>Candidates may come to a conclusion at the end of their assignment or may provide a series of conclusions.</i></p> <p><b>3 marks</b>      There is a conclusion which clearly addresses the topic or issue and is supported by three reasons</p> <p><b>2 marks</b>      There is a conclusion which clearly addresses the topic or issue and is supported by two reasons</p> <p><b>1 mark</b>        There is a conclusion which clearly addresses the topic or issue and is supported by one reason</p> <p><b>no mark</b>        There is no attempt to reach any conclusion in terms of the topic or issue</p>
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E	Reference to both supporting information and potential challenges or counter-arguments	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p><i>Supporting information should relate to the evidence presented. Candidates must also comment on the potential challenges or counter-arguments against their conclusion.</i></p> <p><b>3 marks</b>      There is reference to more than one point of supporting information or more than one potential challenge or counter-argument</p> <p><b>2 marks</b>      There is reference to one point of supporting information and one potential challenge or counter-argument</p> <p><b>1 mark</b>        There is reference to one point of supporting information or a potential challenge or counter-argument, but not both</p> <p><b>no mark</b>        There is no attempt to refer to supporting information or potential challenges or counter-arguments</p>
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## Overview of marking criteria

	Criteria	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
A	Drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue	One relevant point is made which explains and analyses a key feature of the topic or issue	Two relevant points are made which explain and analyse key features of the topic or issue	Three relevant points are made which explain and analyse key features of the topic or issue	Four relevant points are made which explain and analyse key features of the topic or issue	Five relevant points are made which explain and analyse key features of the topic or issue	Six relevant points are made which explain and analyse key features of the topic or issue
B	Commenting on the usefulness or reliability of two sources of information	One point is made about the usefulness or reliability of one source	One point is made about the usefulness or reliability of each of two sources	Two points are made about the usefulness or reliability of one source and one point is made about the usefulness or reliability of another source	Two points are made about the usefulness or reliability of each source	Two points are made about the usefulness or reliability of each source with a developed point made on one of the sources	
C	Comparing and contrasting the Greek and/or Roman worlds with the modern world in terms of religious, political, social, moral or cultural life	One point of similarity or difference is made between the Greek and/or Roman worlds and the modern world	One point of similarity and one point of difference is made between the Greek and/or Roman worlds and the modern world	More than one point of similarity and one point of difference is made between the Greek and/or Roman worlds and the modern world			

D	Reaching a reasoned conclusion on the topic or issue	There is a conclusion which relates to the topic or issue but is not supported by a reason	There is a conclusion which clearly addresses the topic or issue and is supported by more than two reasons	There is a conclusion which clearly addresses the topic or issue and is supported by three reasons			
E	Reference to both supporting information and potential challenges or counter-arguments	There is reference to one point of supporting information or a potential challenge or counter-argument, but not both	There is reference to one point of supporting information and one potential challenge or counter-argument	There is reference to more than one point of supporting information or more than one potential challenge or counter-argument			

# Appendix 1: Instructions for candidates

This assessment applies to the assignment for National 5 Classical Studies.

## Classical Studies assignment

The purpose of this assignment is to demonstrate your ability to apply your skills and knowledge and understanding to research a classical studies topic or issue 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 topic or issue.

This assignment is worth 20 marks out of a total of 80 marks. The marks contribute 25% of the overall marks for the Course assessment. The Course will be graded A-D.

In order to complete this assignment you will:

- ◆ identify an appropriate Classical Studies topic or issue
- ◆ investigate the topic or issue, using a set of sources of evidence
- ◆ comment on the usefulness or reliability of two sources of information
- ◆ draw on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ analyse information in a structured manner
- ◆ compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life
- ◆ reach a reasoned conclusion on the topic or issue, with reference to both supporting information and potential challenges or counter-arguments

The assessment for the assignment will be in the form of a report of your research and findings. You will report the findings of your assignment under supervision within one hour.

You will have the Classical Studies Resource Sheet which you should refer to as you produce a report of your findings. Your Resource Sheet should be no more than 200 words and must use only one side of this single sheet. The Classical Studies Resource Sheet must be submitted with your report of your findings to SQA for marking.

In this assessment you will:	How you can do this
<p>Identify an appropriate classical studies topic or issue</p>	<p>Choose a classical studies topic or issue which should allow you to:</p> <ul style="list-style-type: none"> <li>◆ find information on the aspect of the classical world you have chosen to study</li> <li>◆ show different points of view</li> <li>◆ come to a conclusion which you can support with reasons</li> </ul> <p>The best topics or issues to choose are ones that you can turn into a question such as:</p> <ul style="list-style-type: none"> <li>◆ To what extent was ...?</li> <li>◆ How important was ...?</li> <li>◆ How significant was ...?</li> <li>◆ How far can it be argued that ...?</li> </ul> <p>These types of questions allow you to analyse and present your own conclusions based on your research.</p> <p>Your assessor may support you by commenting on the suitability of the aspect of the classical world you have chosen and advise on the likely availability of resources.</p>
<p>Investigate the topic or issue, using a set of sources of evidence</p>	<p>This will involve a number of stages:</p> <ul style="list-style-type: none"> <li>◆ collecting information which will help you answer your question</li> <li>◆ taking a note of where you found this information</li> <li>◆ commenting on the usefulness or reliability of the sources</li> </ul> <p><b>Collecting Information</b></p> <p>You should collect evidence relevant to your question, from at least two distinct sources. These may be either primary or secondary sources such as:</p> <ul style="list-style-type: none"> <li>◆ artefacts</li> <li>◆ books</li> <li>◆ websites</li> <li>◆ newspapers/magazines (print or electronic)</li> <li>◆ visits or field trips</li> <li>◆ television/film</li> <li>◆ radio/podcasts</li> <li>◆ libraries</li> <li>◆ interviews</li> <li>◆ photographs</li> <li>◆ other sources of information</li> </ul>

	<p>Try to take fairly detailed notes, using specific points of information where possible.</p> <p><b>Taking a note of the source</b>  In using evidence from sources, you should say where the information comes from. This allows the assessor to judge how useful the sources you have used really are.</p> <p>If you use a quote from a source, you may simply put the author, the type of source or title of the book, and the date if you know it. For example:</p> <ul style="list-style-type: none"> <li>◆ “Slaves were crucial to the Roman way of life.” (J. Bloggs, <i>Life in Roman Britain</i>, 2011)</li> <li>◆ According to Homer in <i>The Odyssey</i>, ...</li> <li>◆ You could also summarise a viewpoint from a longer source by saying: “J. Bloggs suggests that Athens was not as democratic in reality as the Athenians liked people to think.”</li> <li>◆ Refer to your sources clearly and directly, eg by including the name of an author or piece of text or the location and name or an archaeological site.</li> </ul> <p>Where you collect information in a group, it is important that each of you is able to provide individual evidence of your contribution to the research process.</p>
<p>Briefly comment on the usefulness or reliability of at least two sources of information</p>	<p>Being specific about where your sources come from is essential if you are to comment on their usefulness or reliability. You should think about who produced this source and why they produced, it in order to make a comment on whether this makes the source more or less useful or reliable in studying the classical world.</p>
<p>Draw on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue</p>	<p>Think about what information you know about this event or development.</p> <p>Use this to explain the topic or issue as fully as you can. You might want to think about, for example:</p> <ul style="list-style-type: none"> <li>◆ why the topic or issue is important or interesting</li> <li>◆ how the topic or issue compares with life today</li> </ul>
<p>Analyse information in a structured manner</p>	<p>As you investigate your topic or issue you will find out about, for example:</p> <ul style="list-style-type: none"> <li>◆ different points of view on the topic or issue</li> <li>◆ different ways in which an aspect of life or theme was important</li> </ul>

	<ul style="list-style-type: none"> <li>◆ various points of information about the topic or issue (eg dates, quotes, pictures of archaeological remains, etc)</li> </ul> <p>You will need to organise this information into an order that makes sense, to help you in the production of evidence. You should use the Classical Studies Resource Sheet to help you do this.</p>
<p>Compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life</p>	<p>Use the aspects of the classical world you have identified to compare the Greek and/or Roman worlds with the modern world. For example:</p> <ul style="list-style-type: none"> <li>◆ “While life for women in Classical Greece was like this, in the modern world it is like this...”</li> </ul> <p>You should identify how life has changed or stayed much the same. Remember to refer to one or more of religious, political, social, moral or cultural aspects of life.</p>
<p>Reach a reasoned conclusion on the topic or issue, with reference to both supporting information and potential challenges or counter-arguments</p>	<p>Think about what the evidence from your research tells you about the question you chose.</p> <p>You should explain why you have come to this conclusion by referring to the evidence which supports your view.</p> <p>You should also recognise other possible conclusions or counter-arguments</p> <p>Your conclusion can come at any point in your writing. You can draw more than one conclusion if you wish.</p>

## Important additional advice and guidance

### Using the Classical Studies Resource Sheet

The purpose of the Classical Studies Resource Sheet is for you to note your evidence and references, collected during the research stage, to help you in addressing your chosen question or issue. You are able to have the Classical Studies Resource Sheet with you when you produce the report of your findings. This will be a single side of A4 paper and should be no more than 200 words.

No marks will be awarded for directly copying extended pieces of text/narrative from the Resource Sheet; however it is fine to copy quotations in full. You must not use it to pre-write your assignment.

The evidence that you will take into the assessment on the Classical Studies Resource Sheet should show that you have investigated the topic or issue and compared and contrasted the classical Greek and/or Roman and modern worlds.

Some examples of the sort of evidence you can take in are:

- ◆ extracts or quotes from books or articles
- ◆ statistical tables or graphs from a report showing figures about your topic or issue
- ◆ notes about results of research on the internet
- ◆ notes you took relating to archaeological evidence
- ◆ notes you have taken during a visit, or quotes from people you have spoken to
- ◆ a copy of notes you made from a television or radio programme on your topic or issue

### Working with others

While you should choose your own topic to research, others in your class may have chosen a similar topic. You might want 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.



## Classical Studies Resource Sheet

Candidate name:

Candidate number:

### Evidence

### References

# Administrative information

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## History of changes

Version	Description of change	Authorised by	Date
1.1	General marking principles and Appendix 1: Instructions for candidates amended to clarify the requirements of the Classical Studies Resource Sheet.  Classical Studies Resource Sheet amended to allocate more space to the 'Evidence' section.	Qualifications Manager	September 2014
1.2	Recommended word limit added to the Classical Studies Resource Sheet.  New text inserted re change to marking grid and marks allocation change.	Qualifications Manager	September 2015
1.3	Amendments to marking instructions section and to the table of detailed marking instructions. Appendix 1 updated.	Qualifications Manager	September 2016

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