



## Course Report 2015

Subject	Classical Studies
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment and marking instructions for the examination.

## **Section 1: Comments on the Assessment**

### **Component 1: Question paper**

The question paper for National 5 Classical Studies seemed accessible to candidates.

Candidates showed depth of knowledge and understanding, and at times, sophistication.

### **Component 2: Assignment**

Candidates made good use of the Resource Sheet, particularly for evidence and references.

Candidates' Assignments were well structured and organised.

The conclusion to the Assignment was not always found at the end, but was seen throughout the piece of work. This displayed a maturity in approach to the issue/topic.

There was evidence of primary, secondary and archaeological sources being used to address candidates' chosen topic/question/issue.

Pictures of archaeological sources worked very well depending on candidates' choice.

## **Section 2: Comments on candidate performance**

### **Component 1: Question paper**

There were eight presenting centres. Three of these were new centres.

Candidates had prepared well for the examination, particularly in addressing source questions.

This year there were candidates who answered questions on the Roman Britain Section.

### **Component 2: Assignment**

Examiners for this year's Assignment marking agreed that candidates performed well and were aware of the criteria and standards.

Candidate work was well-structured and candidates continue to be literate.

Some candidates achieved maximum marks.

## **Section 3: Areas in which candidates performed well**

### **Component 1: Question paper**

#### **Section 1: Life in Classical Greece**

- ◆ Question (4): Most candidates were able to evaluate the usefulness of the source.
- ◆ Section 3: The Roman World Part (A)
- ◆ Question 7: Most candidates were able to describe both the eruption and the effects.

### **Component 2: Assignment**

- ◆ Candidates using primary Greek or Roman sources or archaeological sources were able to comment on their usefulness and reliability.
- ◆ Information relevant to chosen/topic/issue was generally well done
- ◆ Candidates' work was well-structured and candidates continue to be literate.

## **Section 4: Areas which candidates found demanding**

### **Component 1: Question paper**

#### **Section 2: Classical Literature**

- ◆ Question 5 (b): Some candidates had difficulty in explaining attitudes to fate in the classical world.
- ◆ Question 6 (b): Some candidates had difficulty explaining the connection between leadership in the classical world compared to today.

#### **Section 3: The Roman World, Part B**

- ◆ Question 13: Candidates had difficulty comparing the two sources.

### **Component 2: Assignment**

The following was noted in relation to the Assignment marking instructions:

- ◆ (Section A) Candidates who relied on secondary sources found it difficult to comment on 'reliability and usefulness' of sources.
- ◆ (Section D) 3 marks are allocated here. Two Sources must be commented on directly to the primary sources used. Comments have to be specific to the sources and not just general comments.
- ◆ (Sections E) When comparing and contrasting, candidates must discuss one similarity and one difference.

## **Section 5: Advice to centres for preparation of future candidates**

### **Component 1: Question paper**

Centres should make use of the Specimen Question Paper, Past Papers and Marking Instructions to prepare candidates for the question paper.

Candidates should be advised on how best to organise their time during their assessment.

### **Component 2: Assignment**

There is no need for the bibliography to state secondary sources used unless there is specific reference and/or any information used from these sources in the finished assignment.

Centres should ensure that the topic/question allows candidates to cover all areas required, eg it must have one supporting and one counter argument. A number of candidates did not achieve full marks because they did not have a challenge or counter argument.

Centres should ensure that candidates choose topics/issues from the Greek and Roman World which allow them to show the skills, knowledge and understanding as noted in the Marking Instructions.

## Statistical information: update on Courses

Number of resulted entries in 2014	103
Number of resulted entries in 2015	69

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 80				
A	52.2%	52.2%	36	60
B	17.4%	69.6%	12	52
C	17.4%	87.0%	12	44
D	5.8%	92.8%	4	40
No award	7.2%	-	5	-

Overall the course assessment proved to be less demanding than intended. Grade Boundaries were raised accordingly. (The C, A and upper A grade boundary were all raised by 4 marks)