



National
Qualifications
SPECIMEN ONLY

S815/76/11

**Classical Studies
Classical Literature**

Date — Not applicable

Duration — 1 hour 10 minutes

Total marks — 30

Attempt question 1(a) OR 1(b) AND question 2.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S 8 1 5 7 6 1 1 *

CLASSICAL LITERATURE — 30 marks

Attempt either question 1(a) OR 1(b) AND question 2

1. (a) Discuss the view that good leadership involves making the right decisions at the right time.

In your answer you should reference any classical text(s) you have studied.

20

OR

- (b) Discuss the view that human actions are caused by both fate and free will.

In your answer you should reference any classical text(s) you have studied.

20

Source A is from a modern writer discussing conflict.

Conflict can occur whenever there is disagreement such as a clash of ideas, opinions, customs or personalities. Conflict can take place between individuals, groups of people or even different countries. It can appear within families and in society at large. Conflict can sometimes be a good thing as it can lead to change and improvement if the conflict is resolved. The best way to resolve conflict is through communication. If opposing sides can express their concerns whilst listening to the concerns of others they may reach a better understanding and recognise the need to compromise. Sometimes it helps to involve others in the dispute. Sometimes attempts to resolve conflict do not work. If no solution is found both sides can become more convinced of their own ideas and this often leads to undesirable consequences. If conflict gets out of control it can often lead to violence.

2. Compare this modern view of conflict to views of conflict in any classical text(s) you have studied.

Refer to the source and your own knowledge, and come to an overall conclusion about similarities and differences.

10

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for Higher Classical Studies – Classical Literature

Always apply these general principles. Use them in conjunction with the specific 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 specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) For marks to be awarded, points must relate to the question asked. The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) Where the candidate is instructed to choose one optional question to answer but instead answers both options, mark both responses and record the better mark.
- (e) Marking must be consistent. Never make a judgement on a response based on length, quality of handwriting or a confused start.
- (f) There are two types of question used in this question paper. Each assesses a particular skill.
 - i Discuss a theme in classical literature **(20 marks)**
 - ii Compare a modern source/quote with a classical idea(s) **(10 marks)**.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a) OR (b)	<p>Discuss a theme in classical literature.</p> <p>Candidates apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They 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 analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world.</p> <p>Introduction (2 marks)</p>	20	<p>Discuss the view that good leadership involves making the right decisions at the right time.</p> <p>OR</p> <p>Discuss the view that human actions are caused by both fate and free will.</p> <p>Award 1 mark where the candidate contextualises the theme to the classical world in general terms.</p> <p>Award 1 mark where the candidate shows the structure and development of their essay ('signposting'). Examples might include</p> <ul style="list-style-type: none"> • outline of the general approach • outline of the division of the main body of the essay • outline of the overall argument of the essay (without detailed justification). <p>Only award the signposting mark where you are satisfied by the end of the essay that the candidate has delivered what they stated was their intention in the introduction.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Analysis and evaluation of elements of the theme in the text(s). (8 marks)</p> <p>Candidates make well-reasoned judgements and arguments about aspects of the issue. They identify different ways in which the theme is explored in the text(s) and draw out relationships between them.</p> <p>They show their analysis by</p> <ul style="list-style-type: none"> • establishing links between aspects, for example: this feature led to that feature; at the same time there was also ... ; these events caused that consequence for this character • establishing contradiction or inconsistencies within aspects, for example: while they showed their free will in that way, fate limited them in this way • establishing contradiction or inconsistencies between aspects, for example: while this aspect of the theme was significant for this character, it was much less significant for that character 	20	<p>Award 6-8 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining fully, and clearly making a range of key arguments. These arguments must be ‘high order’ arguments which are fully nuanced • linking the parts of their essay into a consistent and flowing overall analysis and evaluation • understanding that there can be differing interpretations of at least two key aspects of their essay. <p>Award 4-5 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining well, and clearly making a number of key arguments. These arguments will be nuanced • linking most of their essay into an overall analysis • understanding that there can be differing interpretations of at least one aspect of their essay. <p>Award 1-3 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining, and making a number of basic arguments linking some of their essay into an analysis.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> • exploring different interpretations of the theme in classical literature, for example: while some people may view this aspect of the theme as significant for the character, others may argue that ... • the relative importance of aspects, for example: this shows that X was a more significant aspect than Y • counterarguments including possible alternative interpretations, for example: one aspect was ... However, this may not be the case because ... <p>Use of knowledge (8 marks)</p> <p>Candidates link knowledge directly to the argument, analysis or evaluation points made.</p>		<p>Award 7-8 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • detailed and accurate • wide-ranging and fully relevant to the topic chosen • judged comprehensive within the constraints of the essay • supported by detailed exemplification and amplification • carefully nuanced and tied accurately to the argument, analysis and evaluation. <p>Award 5-6 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • detailed and accurate for most of the time • wide-ranging • relevant to the topic • clearly expressed • supported by some exemplification.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Conclusion (2 marks)		<p>Award 3-4 marks where the candidate shows knowledge which</p> <ul style="list-style-type: none"> • is mostly relevant to the topic, although there may be some parts which are inaccurate • might be limited and not always clearly expressed • might be irrelevant, not illustrated by examples or not related to the argument, analysis and evaluation. <p>Award 1-2 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • limited and/or poorly expressed and rarely exemplified • not connected well to the argument, analysis and evaluation. <p>Award up to 2 marks for answers which provide a relative overall judgement of the theme, connected to the evidence presented, and which provide reasons for the candidate's overall judgement.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Compare a modern source/quote with a classical idea(s).</p> <p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They provide developed comparisons between the source and the classical aspect.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge of appropriate text(s), up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p>	10	<p>Compare this modern view of conflict to views of conflict in any classical text(s) you have studied.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p> <p>Possible points from the source may include</p> <ul style="list-style-type: none"> • conflict can occur whenever there is disagreement such as a clash of ideas, opinions, customs or personalities • conflict can take place between individuals, groups of people or even different countries. It can appear within families and in society at large • conflict can sometimes be a good thing as it can lead to change and improvement if the conflict is resolved • the best way to resolve conflict is through communication if opposing sides can express their concerns whilst listening to the concerns of others • they may reach a better understanding and recognise the need to compromise • sometimes it helps to involve others in the dispute • sometimes attempts to resolve conflict do not work. If no solution is found both sides can become more convinced of their own ideas • this often leads to undesirable consequences. If conflict gets out of control it can often lead to violence. <p>Points of similarity</p> <ul style="list-style-type: none"> • related to classical literature of candidate's choice. <p>Points of difference</p> <ul style="list-style-type: none"> • related to classical literature of candidate's choice. <p>Or any other relevant response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Minor wording edits to Marking Instructions.