

N5

National 5
coursework
assessment task



National 5 Classical Studies Assignment Assessment task

Valid from session 2025-26 and until further notice.

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Introduction

This document contains instructions for teachers and lecturers, marking instructions and instructions for candidates for the National 5 Classical Studies Assignment. It must be read in conjunction with the course specification.

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

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

Instructions for teachers and lecturers

Specified resources to be taken into assessment

During the final production of evidence stage, candidates should only have access to their Classical Studies resource sheet. The resource sheet must be submitted to SQA with the evidence produced during the final production of evidence stage, and must be a single side of A4 paper containing no more than 200 words including sources.

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:

- ◆ 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
- ◆ notes taken from a written or audio visual source
- ◆ reminders and prompts

If a candidate does not submit a resource sheet, a penalty of 4 marks out of the total of 20 marks is applied.

Candidates can receive guidance from their teacher or lecturer on the types of resources that would be appropriate for the Classical Studies assignment.

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.

Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Candidate evidence will be submitted to SQA for external marking.

General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c If a specific 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 team leader.
- d No marks are awarded where the candidate has copied their assignment, or extended pieces of text, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.

The resource sheet is not marked. Markers may, however, refer to the resource sheet in order to clarify points the candidate has made in the presentation of their evidence.

Detailed marking instructions

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

- ◆ identifying an appropriate classical studies topic or issue
- ◆ investigating the topic or issue, using a set of sources of evidence
- ◆ analysing information in a structured manner
- ◆ introducing the topic or issue
- ◆ drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue
- ◆ referring to both supporting information and potential challenges or counter-arguments
- ◆ commenting on the usefulness or reliability of 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 reasoned conclusion on the topic or issue

These detailed marking instructions provide the basis on which the marking principles should be applied. This information is also provided in table format on the following pages.

Introducing the topic or issue

Candidates can gain marks in a number of ways **up to a maximum of 2 marks**. Candidates should show context for their chosen topic or issue and show how they intend to structure their assignment.

Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue

Candidates can gain marks in a number of ways **up to a maximum of 6 marks**, depending on the number of relevant points made. Candidates should use points of knowledge to explain or analyse. There is no need to both explain and analyse with each point.

Referring to both supporting information and potential challenges or counter-arguments

Candidates can gain marks in a number of ways **up to a maximum of 3 marks**. Supporting information should relate to the candidate's line of argument. Candidates must also comment on any potential challenge(s) or counter-argument(s) against their line of argument.

Commenting on the usefulness or reliability of two sources of information

Candidates can gain marks in a number of ways **up to a maximum of 4 marks**. Candidates should make comments about the usefulness or reliability of the sources they have used.

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 gain marks 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.

Reaching a reasoned conclusion on the topic or issue

Candidates can gain marks in a number of ways **up to a maximum of 2 marks**. Candidates should come to a conclusion at the end of their assignment and should provide a key reason for their conclusion.

These detailed marking instructions provide the basis on which the marking principles should be applied.

Marking instructions	Max mark	Additional guidance
Introducing the topic or issue	2	<p>Candidates can gain marks in a number of ways up to a maximum of 2 marks.</p> <p>2 marks candidates write an introduction that both shows context, for example, by justifying choice of topic or briefly stating why it was important in classical times, and shows how they intend to structure their assignment (signposting)</p> <p>1 mark candidates write an introduction that either shows context, for example by justifying choice of topic or briefly stating why it was important in classical times or shows how they intend to structure their assignment (signposting)</p> <p>0 marks candidates make no attempt to introduce the topic or issue</p> <p>Note: candidates can only achieve the signposting mark if the marker is satisfied by the end of the assignment that the candidate has delivered what they stated was their intention in the introduction.</p>

Marking instructions	Max mark	Additional guidance
<p>Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue</p>	<p>6</p>	<p>Candidates can gain marks in a number of ways up to a maximum of 6 marks.</p> <p>Award 1 mark for each accurate, relevant key point of knowledge used, up to a maximum of 6 marks. Candidates should use points of knowledge to explain or analyse. There is no need to both explain and analyse with each point.</p> <p>6 marks candidates make six relevant points that explain or analyse key features of the topic or issue</p> <p>5 marks candidates make five relevant points that explain or analyse key features of the topic or issue</p> <p>4 marks candidates make four relevant points that explain or analyse key features of the topic or issue</p> <p>3 marks candidates make three relevant points that explain or analyse key features of the topic or issue</p> <p>2 marks candidates make two relevant points that explain or analyse key features of the topic or issue</p> <p>1 mark candidates make one relevant point that explains or analyses a key feature of the topic or issue</p> <p>0 marks candidates make no relevant points that explain or analyse key features of the topic or issue</p>

Marking instructions	Max mark	Additional guidance
<p>Referring to both supporting information and potential challenges or counter-arguments</p>	<p>3</p>	<p>Candidates can gain marks in a number of ways up to a maximum of 3 marks.</p> <p>Supporting information should relate to the candidate's line of argument. Candidates must also comment on any potential challenge(s) or counter-argument(s) against their line of argument.</p> <p>Award 1 mark for each point of supporting information or potential challenge or counter-argument, up to the total mark allocation.</p> <p>3 marks candidates make reference to two points of supporting information and one potential challenge or counter-argument or vice versa</p> <p>2 marks candidates make reference to one point of supporting information and one potential challenge or counter-argument</p> <p>1 mark candidates make reference to one point of supporting information or one potential challenge or counter-argument, but not both</p> <p>0 marks candidates make no attempt to provide supporting information or potential challenge(s) or counter-argument(s)</p>

Marking instructions	Max mark	Additional guidance
<p>Commenting on the usefulness or reliability of two sources of information</p>	<p>4</p>	<p>Candidates can gain marks in a number of ways up to a maximum of 4 marks.</p> <p>Candidates should make comments about the usefulness or reliability of the sources they have used. For each source, award up to 2 marks for comments on usefulness or reliability.</p> <p>4 marks candidates make two points about the usefulness or reliability of each source</p> <p>3 marks candidates make two points about the usefulness or reliability of one source, and one point about the usefulness or reliability of the other source</p> <p>2 marks candidates make one point about the usefulness or reliability of each of two sources</p> <p>1 mark candidates make one point about the usefulness or reliability of one source</p> <p>0 marks candidates make no relevant comments on any sources</p>

Marking instructions	Max mark	Additional guidance
<p>Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life</p>	<p>3</p>	<p>Candidates can gain marks in a number of ways up to a maximum of 3 marks. They may take different approaches to organising their findings.</p> <p>Candidates should compare and contrast aspects of the Greek and/or Roman worlds with the modern world.</p> <p>3 marks candidates make two points of similarity and one point of difference or vice versa, between the Greek and/or Roman worlds and the modern world</p> <p>2 marks candidates make one point of similarity and one point of difference between the Greek and/or Roman worlds and the modern world</p> <p>1 mark candidates make one point of similarity or one point of difference between the Greek and/or Roman worlds and the modern world</p> <p>0 marks candidates make no points of similarity or difference between the Greek and/or Roman worlds and the modern world</p>

Marking Instructions	Max mark	Additional guidance
<p>Reaching a reasoned conclusion on the topic or issue</p>	<p>2</p>	<p>Candidates may gain marks in a number of ways up to a maximum of 2 marks.</p> <p>Candidates should come to a conclusion at the end of their assignment and should provide a key reason for their conclusion.</p> <p>2 marks candidates give a conclusion that clearly addresses the topic or issue and is supported by a key reason</p> <p>1 mark candidates give a conclusion that clearly addresses the topic or issue</p> <p>0 marks candidates make no attempt to reach any conclusion in terms of the topic or issue</p>

Instructions for candidates

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

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ identifying an appropriate classical studies topic or issue
- ◆ investigating the topic or issue, using a set of sources of evidence
- ◆ analysing information in a structured manner
- ◆ introducing the topic or issue
- ◆ drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue
- ◆ referring to both supporting information and potential challenges or counter-arguments
- ◆ commenting on the usefulness or reliability of 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 reasoned conclusion on the topic or issue.

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

In this assessment, you have to demonstrate your ability to apply your skills and knowledge and understanding to research a classical studies topic or issue of your choice.

The assignment has two stages:

- ◆ research
- ◆ writing a report of your findings (under supervision within 1 hour)

In the research stage you choose a classical studies topic or issue to research. This may be related to areas you have studied in class, or you may choose to research any relevant topic or issue.

In the research stage you complete the Classical Studies resource sheet to help you during in next stage – writing a report of your findings.

In your resource sheet you may include quotations or brief notes or prompts to remind you of the points you wish to make in your report.

Some examples of the sort of evidence you can include on your resource sheet 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
- ◆ reminders and prompts

You must not copy your report directly from your resource sheet. You will not be awarded marks if you have copied extended pieces of text from your resource sheet. However, you may copy quotations in full, provided you acknowledge the sources.

Your resource sheet must contain no more than 200 words including sources and must use only one side of a single A4 sheet.

The Classical Studies resource sheet must be submitted with your report to SQA, but it is not marked. If you do not submit a resource sheet, you will lose 4 marks.

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 with others for part of the time, when you are collecting information.

If you choose to do this, 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.

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 that will allow you to:</p> <ul style="list-style-type: none"> ◆ find information on the aspect of the classical world you have chosen to study ◆ show different points of view ◆ come to a conclusion that you can support with a key reason <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"> ◆ To what extent was ... ? ◆ How important was ... ? ◆ How significant was ... ? ◆ How far can it be argued that ... ? <p>These types of questions allow you to analyse and present your own conclusions based on your research.</p> <p>Your teacher or lecturer 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"> ◆ collecting information that will help you answer your question ◆ taking a note of where you found this information ◆ commenting on the usefulness or reliability of the sources <p>Collecting information</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"> ◆ artefacts ◆ books ◆ websites ◆ newspapers or magazines (print or electronic) ◆ visits or field trips ◆ television or film ◆ radio or podcasts ◆ libraries ◆ interviews ◆ photographs

In this assessment you will:	How you can do this
<p>◆ investigate the topic or issue, using a set of sources of evidence (continued)</p>	<p>◆ other sources of information</p> <p>Try to take fairly detailed notes, using specific points of information where possible.</p> <p>Taking a note of the source In using evidence from sources, you must 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"> ◆ ‘Public baths were crucial to the Roman way of life.’ (J. Smith, <i>Life in Roman Britain</i>, 2011) ◆ According to Homer in <i>The Odyssey</i>, ... <p>You could also summarise a viewpoint from a longer source by writing, for example, J. Duncan suggests that Athens was not as democratic in reality as the Athenians liked people to think.</p> <p>Refer to your sources clearly and directly, for example by including the name of an author or piece of text or the location and name of an archaeological site.</p> <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>◆ 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"> ◆ different points of view on the topic or issue ◆ different ways in which an aspect of life or theme was important ◆ various points of information about the topic or issue (for example dates, quotes, pictures of archaeological remains) <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>

In this assessment you will:	How you can do this
<p>◆ introduce the topic or issue</p>	<p>Think about what you have learned about the topic or issue you have chosen to investigate.</p> <p>Use this to introduce your report by saying, for example, why you chose to investigate the topic or why it was important in classical times.</p> <p>You should also give a brief indication of how you are going to structure your report. For example, ‘I will write about the following aspects of the topic...’</p>
<p>◆ draw on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue</p>	<p>Think about what information you know about the topic or issue.</p> <p>Use this to explain or analyse the topic or issue as fully as you can. For example:</p> <ul style="list-style-type: none"> ◆ People from all over the Greek world attended the ancient Olympic games. This tells us ... ◆ Girls in classical Athens often married in their mid teens. Because of this ... ◆ Good training and good equipment both made the Roman army effective. I think good training was more important because ...
<p>◆ refer to both supporting information and potential challenges or counter-arguments</p>	<p>You will sometimes want to give an extra piece of information to back up a point you have made. This is supporting information.</p> <p>You should also think if there are any challenges or arguments against what you are saying. For example:</p> <ul style="list-style-type: none"> ◆ We today would think Athenian women led very restricted lives, however, as they were brought up to consider this normal, they perhaps did not mind. ◆ So gladiators lived under strict conditions with the risk of being killed in their next fight. However, there were also volunteers for the job, suggesting that the life suited some.

In this assessment you will:	How you can do this
<p>◆ comment on the usefulness or reliability of 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.</p> <ul style="list-style-type: none"> ◆ If a source is a written one, you could comment on who wrote it, when they wrote it, what they say, why they say it or what it has missed out. ◆ If a source is a picture of an archaeological object, you could comment on who made it, when they made it, what it shows, why they made it or what it does not show.
<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"> ◆ ‘While life for women in classical Greece was like this, in the modern world it is like this ...’ <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</p>	<p>Think about what the evidence from your research tells you about the topic or issue you chose.</p> <p>You should write your conclusion at the end of your report and give the main reason you reached this conclusion.</p>

Classical Studies resource sheet

Candidate name:

Candidate number:

Administrative information

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History of changes

Version	Description of change	Date
1.0	This document replaces the previous version dated September 2016. Document formatted to match latest template and writing style. Amendment to additional guidance in detailed marking instructions for 'Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life'.	September 2017
2.0	Penalty for non-submission of resource sheet added to 'Instructions for teachers and lecturers' and 'Instructions for candidates' section.	July 2019
3.0	In the Instructions for candidates under 'Taking a note of the source', the first example has been updated to remove reference to slaves, and names in examples have been updated. Instructions for teachers and lecturers and Instructions for candidates updated to show that the word count for the resource sheet includes sources. Reminders and prompts added as an example of what can be included on the resource sheet.	May 2024
4.0	Detailed marking instructions: <ul style="list-style-type: none">◆ bullets 4, 5, 6 and 9 updated under skills, knowledge and understanding◆ paragraph on 'Introducing the topic or issue' added◆ information added to section on 'Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue'◆ paragraph on 'Referring to both supporting information and potential challenges or counter-arguments' added◆ information added to section on 'Reaching a reasoned conclusion on the topic or issue' Detailed marking instructions table: <ul style="list-style-type: none">◆ 'Introducing the topic or issue' section added◆ additional guidance updated for 'Drawing on straightforward, mainly factual, knowledge and	May 2025

Version	Description of change	Date
continued	<p>understanding to explain or analyse key features of the topic or issue’</p> <ul style="list-style-type: none"> ◆ ‘Referring to both supporting information and potential challenges or counter-arguments’ section added ◆ ‘Commenting on the usefulness or reliability of two sources of information’ updated as this is now worth 4 marks rather than 5 ◆ Additional guidance updated for ‘Reaching a reasoned conclusion on the topic or issue’ <p>Instructions for candidates:</p> <ul style="list-style-type: none"> ◆ bullets 4, 5, 6 and 9 under skills, knowledge and understanding updated ◆ the third bullet in ‘identify an appropriate classical studies topic or issue’ has been updated to say ‘key reason’ ◆ sections added for ‘introduce the topic or issue’, ‘draw on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue’, ‘refer to both supporting information and potential challenges or counter-arguments, ‘comment on the usefulness or reliability of two sources of information’, ‘compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life’, and ‘reach a reasoned conclusion on the topic or issue’ <p>Layout of resource sheet updated.</p> <p>What you need to do differently</p> <ul style="list-style-type: none"> ◆ Total marks remain at 20. ◆ Candidates will benefit from clearer guidance on where and how to gain credit, particularly in structure and source evaluation. ◆ The revised mark distribution provides a smoother progression to Higher Classical Studies. ◆ Please incorporate these changes into departmental planning, candidate support materials, and internal moderation schedules for the coming academic year. 	continued

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