

N5

National 5
Coursework
Assessment Task



National 5 Classical Studies Assignment Assessment task

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Contents

Introduction	1
Instructions for teachers and lecturers	2
Marking instructions	3
Instructions for candidates	10

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 which 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
- ◆ drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ 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, with reference to both supporting information and potential challenges or counter-arguments

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.

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.

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.

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.

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.

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.

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

Marking Instructions	Max mark	Additional guidance
<p>Drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue</p>	<p>6</p>	<p>Candidates may 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.</p> <p>6 marks Six relevant points are made which explain and analyse key features of the topic or issue</p> <p>5 marks Five relevant points are made which explain and analyse key features of the topic or issue</p> <p>4 marks Four relevant points are made which explain and analyse key features of the topic or issue</p> <p>3 marks Three relevant points are made which explain and analyse key features of the topic or issue</p> <p>2 marks Two relevant points are made which explain and analyse key features of the topic or issue</p> <p>1 mark One relevant point is made which explains and analyses a key feature of the topic or issue</p> <p>0 marks No relevant points are made which explain and analyse key features of the topic or issue</p>

Marking Instructions	Max mark	Additional guidance
<p>Commenting on the usefulness or reliability of two sources of information</p>	<p>5</p>	<p>Candidates may gain marks in a number of ways up to a maximum of 5 marks.</p> <p>Candidates should make comments about the usefulness or reliability of the sources they have used. For each source, award up to two marks for comments on usefulness or reliability, and a further mark for development of a point, up to the total mark allocation.</p> <p>5 marks Two points are made about the usefulness or reliability of each source including a developed point on one of the sources</p> <p>4 marks Two points are made about the usefulness or reliability of each source</p> <p>3 marks 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>2 marks One point is made about the usefulness or reliability of each of two sources</p> <p>1 mark One point is made about the usefulness or reliability of one source</p> <p>0 marks No relevant comments are made 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 may 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 Two points of similarity and one point of difference or vice versa, are made between the Greek and/or Roman worlds and the modern world</p> <p>2 marks One point of similarity and one point of difference is made between the Greek and/or Roman worlds and the modern world</p> <p>1 mark One point of similarity or one point of difference is made between the Greek and/or Roman worlds and the modern world</p> <p>0 marks No points of similarity or difference are made 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>3</p>	<p>Candidates may gain marks in a number of ways up to a maximum of 3 marks.</p> <p>Candidates may come to a conclusion at the end of their assignment, or may provide a series of conclusions. Award one mark for each relevant reason in support of a conclusion, up to the total mark allocation.</p> <p>3 marks There is a conclusion which clearly addresses the topic or issue and is supported by three reasons</p> <p>2 marks There is a conclusion which clearly addresses the topic or issue and is supported by two reasons</p> <p>1 mark There is a conclusion which clearly addresses the topic or issue and is supported by one reason</p> <p>0 marks There is no attempt to reach any conclusion in terms of the topic or issue</p>

Marking Instructions	Max mark	Additional guidance
Reference to both supporting information and potential challenges or counter-arguments	3	<p>Candidates may gain marks in a number of ways up to a maximum of 3 marks.</p> <p>Supporting information must relate to the evidence presented. Candidates should also comment on the potential challenges or counter-arguments to their conclusion. Award one mark for each point of supporting information or potential challenge or counter-argument, up to the total mark allocation.</p> <p>3 marks There is reference to more than one point of supporting information or more than one potential challenge or counter-argument</p> <p>2 marks There is reference to one point of supporting information and one potential challenge or counter-argument</p> <p>1 mark There is reference to one point of supporting information or a potential challenge or counter-argument, but not both</p> <p>0 marks There is no attempt to refer to supporting information or potential challenges or counter-arguments</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
- ◆ drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ 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, with reference to both supporting information and potential challenges or counter-arguments

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 which 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 which you can support with reasons <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 which 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/magazines (print or electronic) ◆ visits or field trips ◆ television/film ◆ radio/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, eg 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, eg 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 (eg 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>◆ 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"> ◆ why the topic or issue is important or interesting ◆ how the topic or issue compares with life today
<p>◆ 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>◆ 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, 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 topic or issue 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>

Classical Studies resource sheet

Candidate name:

Candidate number:

Evidence

References

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

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