Assessment Schedule – 2023

Classical Studies: Analyse ideas and values of the classical world (91394)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse involves: • undertaking a methodical examination and interpretation of the ideas and values of the ancient Greeks and / or Romans, as communicated through the literary texts of the classical world • discussing the ideas and values in light of that examination and interpretation • using primary-source evidence • drawing conclusions.	*Analyse, in depth,* involves undertaking an informed and coherent discussion of the ideas and values of the ancient Greeks and / or Romans, as communicated through the literary texts of the classical world. Features of an informed and coherent discussion include: • using primary-source evidence of specific relevance to the context • exploring more than one viewpoint • making comparisons • drawing conclusions that are supported by primary-source evidence.	*Analyse, with perception,* involves discussing with insight the complexity of the ideas and values of the ancient Greeks and / or Romans, as communicated through the literary texts of the classical world. Features of a perceptive discussion include: • establishing textual connections • providing critical evaluation • showing understanding of wider implications of the analysis • drawing developed conclusions.
The candidate analyses ideas and values of the classical world by discussing how they are communicated in a literary text.	The candidate analyses ideas and values of the classical world **in depth**, by discussing in an informed and coherent way how they are communicated in a literary text.	The candidate analyses ideas and values of the classical world with **perception**, by discussing with insight how they are communicated in a literary text.
The candidate shows a **general** understanding of the ways in which a work of classical literature reflects the social, political, religious, and / or artistic environment of the time in which it was produced, and draws **general** conclusions.	The candidate shows an **in-depth** understanding of the ways in which a work of classical literature reflects the social, political, religious, and / or artistic environment of the time in which it was produced, and draws **well-supported** conclusions.	The candidate shows a **perceptive** understanding of the ways in which a work of classical literature reflects the social, political, religious, and / or artistic environment of the time in which it was produced, and draws **developed** conclusions.
The candidate's response **may lack specific detail**, and aspects of the question may be underdeveloped or omitted.	The candidate's response covers **most aspects** of the question, but the treatment may be unbalanced.	The candidate's response covers **all aspects** of the question in appropriate depth.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Identifies a passage or episode in a literary text that is relevant to a specific idea / value of the classical world.	Identifies a passage or episode in a literary text that is relevant to a specific idea / value of the classical world.	**Discusses** a passage or episode in a literary text that is relevant to a specific idea / value of the classical world.	**Discusses** a passage or episode in a literary text that is relevant to a specific idea / value of the classical world.	Discusses, **in depth**, passages or episodes in a literary text that are relevant to a specific idea / value of the classical world.	Discusses, **in depth**, passages or episodes in a literary text that are relevant to a specific idea / value of the classical world.	Discusses, with **insight**, passages or episodes in a literary text that are relevant to a specific idea / value of the classical world.	Discusses, with **insight**, passages or episodes in a literary text that are relevant to a specific idea / value of the classical world.
	The response shows limited understanding of the text's meaning.	The response has a **discernible structure**, but not all arguments are properly developed.	The interpretation of the text is **methodical**, but lacks depth.	The interpretation of the text is **well-informed** and **coherent**, but some is too narrowly focused.	The interpretation of the text is **well-informed**, **coherent**, and **broadly focused**.	The interpretation of the text is **perceptive**, and the complexity of the idea / value is analysed with **some insight**.	The interpretation of the text is **perceptive**, and the complexity of the idea / value is analysed with **insight**.
Provides minimal textual evidence.	Provides some textual evidence in the form of short quotations or paraphrasing, but not all evidence is relevant.	Provides **some relevant textual evidence** in the form of short quotations or paraphrasing.	Provides **relevant textual evidence** in the form of short quotations or paraphrasing.	Provides **some** textual evidence of **specific** relevance **to context** in the form of short quotations or paraphrasing.	Provides **a range** of textual evidence of **specific** relevance **to context** in the form of short quotations or paraphrasing.	**Consistently** provides a range of textual evidence of specific relevance to context in the form of short quotations or paraphrasing.	**Consistently** provides a range of textual evidence of specific relevance to context in the form of short quotations or paraphrasing.
Demonstrates limited understanding of the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced.	Demonstrates **basic understanding** of the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced, but there is **oversimplification**.	Demonstrates **sound understanding** of the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced, but there is **some oversimplification**.	Demonstrates **informed understanding** of the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced.	Demonstrates **informed understanding** of the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced.	**Evaluates** the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced. The **discussion** is **balanced** and **focused**, the wider sociocultural **context** is **acknowledged** explicitly, and links are made to external contexts.	**Critically evaluates** the ways the literary text reflects the social, political, religious, and / or artistic environment of the time in which it was produced. The **discussion** is **sophisticated** and shows an **ability to synthesise** information, the wider sociocultural **context** is **addressed explicitly**, and links are made to external contexts.
Draws inaccurate conclusions.	Draws underdeveloped conclusions.	Draws **general conclusions**, but few are supported by specific examples.	Draws general conclusions, **some** of which are supported by **specific examples**.	Draws general conclusions, most of which are supported by **specific examples**, and makes **appropriate comparisons** and / or mentions **alternative viewpoints**.	Draws general conclusions that are **consistently** supported by specific examples, and makes appropriate comparisons and / or describes alternative viewpoints.	Draws **developed conclusions** that are supported by **well-chosen examples**.	Draws developed conclusions that are supported by specific, well-chosen examples.

N0 = No response; no relevant evidence