

**Assessment Schedule — 2016****Classical Studies: Examine socio-political life in the classical world (91203)****Evidence**

<b>Achievement</b>			<b>Merit</b>			<b>Excellence</b>	
<p><i>Examine</i> involves:</p> <ul style="list-style-type: none"> <li>• using primary source evidence</li> <li>• giving an explanation of aspect(s) of socio-political life* in the classical world</li> <li>• showing understanding of a wider cultural context</li> <li>• drawing conclusions.</li> </ul> <p>* Socio-political life means the relationship between individuals, society, and government.</p>			<p><i>Examine, in depth</i>, involves:</p> <ul style="list-style-type: none"> <li>• giving an informed explanation of aspect(s) of socio-political life in the classical world</li> <li>• drawing conclusions that are supported by primary source evidence.</li> </ul> <p>Features of an informed explanation include:</p> <ul style="list-style-type: none"> <li>• using primary source evidence of specific relevance to the context</li> <li>• explaining a range of aspects and / or factors.</li> </ul>			<p><i>Examine, with perception</i>, involves:</p> <ul style="list-style-type: none"> <li>• giving an explanation that shows insight into aspect(s) of socio-political life in the classical world (e.g. the status and power of a particular class within the social hierarchy), as communicated through literary, art historical, and / or archaeological evidence</li> <li>• drawing developed conclusions.</li> </ul> <p>Features of a perceptive explanation may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• reasons for similarities and differences</li> <li>• themes and patterns</li> <li>• cultural expectations and codes of behaviour</li> <li>• recognition of limitations of sources of evidence.</li> </ul>	
E.g. the candidate demonstrates understanding of socio-political life in the classical world. Knowledge and understanding demonstrated are at a basic level, and specific evidence may be lacking. One or more parts of a question may be underdeveloped or omitted. Conclusions may be simple and basic.			E.g. the candidate incorporates some detail, qualitative or quantitative as required, in an answer demonstrating sound knowledge and understanding of socio-political life in the classical world. Most parts of the question are covered, but treatment may be unbalanced. Supporting evidence of specific relevance to the context is present, and informed /relevant conclusions are drawn.			E.g. the candidate's answers demonstrate a thorough knowledge and understanding of socio-political life in the classical world and a wider cultural context. All parts of the question are answered in detail. Supporting evidence is relevant, accurate, and consistently provided, and informed/relevant and developed conclusions are drawn.	
<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
Demonstrates very little or no understanding of socio-political life in the classical world.	Demonstrates a limited understanding of socio-political life in the classical world.	Demonstrates some understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates a general understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates a sound understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates an informed understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Gives a perceptive response demonstrating an informed understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Gives a perceptive response demonstrating a thorough understanding of socio-political life in the classical world and the relationship between individuals, society, and government.

Demonstrates knowledge and interpretation of classical socio-political life that is inaccurate or minimal.	Demonstrates limited knowledge and interpretation of classical socio-political life.	Demonstrates knowledge and interpretation of classical socio-political life that is at a straightforward level.	Demonstrates sound knowledge and interpretation of classical socio-political life.	Demonstrates knowledge and interpretation of classical socio-political life that is informed and at a detailed level.	Demonstrates knowledge and interpretation of classical socio-political life that is informed and at a consistently detailed level.	Demonstrates knowledge and interpretation of classical socio-political life that is perceptive, informed, and at a consistently detailed level; candidate shows some perceptive awareness of a wider cultural context.	Demonstrates knowledge and interpretation of classical socio-political life that is perceptive, informed, and at a consistently detailed level; candidate shows perceptive awareness of a wider cultural context.
Does not address the question; provides little or no explanation.	Does not address both parts of the question; provides a limited explanation.	Addresses both parts of the question, but answers may be underdeveloped; provides some explanation.	Provides some well-developed answers and explanations for one part of the question.	Responds to both parts of the question, but treatment of the question may be unbalanced; explanation is informed, and parts are in depth.	Responds to both parts of the question, but the treatment of the question may be unbalanced; explanation is informed, and parts are consistently detailed.	Responds to both parts of the question with perception; answers are consistently detailed; explanation is informed and thorough; answers show some insight into the classical world.	Responds to both parts of the question with perception; answers are consistently detailed; explanation is informed and thorough; answers show insight into the classical world.
Does not use primary source evidence.	Uses minimal primary source evidence.	Uses primary source evidence*.	Uses primary source evidence.	Uses primary source evidence of specific relevance to the context.	Uses primary source evidence of specific relevance to the context.	Consistently uses primary source evidence of specific relevance to the context, and explains evidence.	Consistently uses primary source evidence of specific relevance to the context, and explains evidence.
Gives no conclusions.	Gives minimal conclusions.	Gives simple conclusions**.	Gives sound conclusions.	Gives sound and detailed conclusions, supported by relevant evidence.	Gives sound and detailed conclusions, supported by relevant evidence.	Gives developed conclusions that show insight into the classical world.	Gives developed conclusions that show excellent insight into the classical world.

**N0** = No response; no relevant evidence.

\* Primary source evidence refers to specific examples, which may be paraphrased. Quotations are not essential. Correctly used and explained Greek and Latin terms are considered primary source evidence at Achievement level.

\*\* Conclusions do not need to be explicit, but may spring naturally from answers, in particular, answers to the second part of the question.

## Cut Scores

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