

National Certificate of Educational Achievement

2013 Assessment Report

Classical Studies Level 1

- 91021 Demonstrate understanding of ideas and values of the classical world**
- 91022 Demonstrate understanding of the significance of features of work(s) of art in the classical world**
- 91023 Demonstrate understanding of an important historical figure in the classical world**

COMMENTARY

2013 was the third year that Level One Classical Studies has been examined. Despite being a smaller cohort this year, the numbers of candidate attempting these standards have continued to rise. Candidates were required to answer two out of four questions for 91021 and 91022. For 91023 candidates were required to answer one of the four questions.

Successful candidates read and followed the instructions in the examination booklet carefully, choosing questions which best suited their learning. They made good use of the planning section. Successful candidates wrote in response to the question rather than giving a rote-learned answer. These candidates answered all parts of the question, working through each part in a logical manner by following the structure of the question itself. Successful candidates clearly understood the key terms and requirements of each question.

Merit and Excellence answers related the focus of the question back to the wider Classical world context. These candidates used relevant and detailed examples to develop their responses and to provide insight at Excellence level.

There was evidence of rote-learned answers in all three standards. These candidates struggled to achieve, as did candidates who wrote all they knew.

STANDARD REPORTS

91021 Demonstrate understanding of ideas and values of the classical world

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- addressed one or both parts of the question at a basic level
- provided examples from the text that usually supported their ideas
- answered both parts of the question, but placed more emphasis on one part of the question
- provided generalised references to support their ideas.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- omitted one or more parts of the questions
- wrote pre-learned essays that were not relevant to the exam questions
- retold aspects of the text without answering either part of the questions
- struggled to explain aspects of the questions, using key words from the questions, such as “interesting” and “significant”, but without unpacking what these meant.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- answered both parts of the questions in detail, providing mostly balanced answers
- displayed a very good understanding of the text
- related their knowledge of the text to the ideas and values of the Classical period
- quoted and referenced the text in relevant detail
- explained the meaning and relevance of Classical terms within the argument.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- quoted and referenced the text in relevant, accurate and in-depth detail
- answered both parts of the question fully
- included perceptive insights into the ideas and values shown in the texts
- referred to other aspects of Greek or Roman society outside their text
- discussed the ideas and values from different points of view.

OTHER COMMENTS

Sophocles' texts tended to provide candidates with robust material for addressing questions on character, themes, and the influence on other cultures. Other texts chosen included Homer's *Odyssey* and *Iliad*, which both provided candidates with the material to do well. Questions One and Two were the most popular, with very few candidates choosing to answer Question Three. However, those who did made a convincing job of it. There were a number of rote-learned essays which were not relevant to the questions. In many cases, the candidates knew the subject matter very well, but used their rote-learned essay, rather than adapting it to address the question at hand.

91022 Demonstrate understanding of the significance of features of work(s) of art in the classical world

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- gave basic information but lacked detail and/or range
- did not always address both parts of the question
- did not always follow question instructions
- answered with one artwork instead of two, but did give enough detail to warrant achieved.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not address the question
- answered only one question in the booklet

- used examples that were irrelevant to the question
- presented rote-learned responses that did not address the question
- gave little information, or lacked specific detail, or gave incorrect information.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- showed detailed knowledge/breadth/range/depth
- explicitly addressed both parts of the question
- were commonly able to answer one question to a higher level than the other.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- placed the artwork/architecture in context of Roman/Greek cultural importance
- understood the question and used greater detail that supported their argument
- remained focused and thorough with convincing discussions.

OTHER COMMENTS

Common buildings studied included temples: the Parthenon, Temple of Athena Nike and Erechthion; entertainment venues: the Colosseum, Pompey's Theatre, Amphitheatre at Pompeii; and houses: House of the Faun, Villa of the Mysteries. Common art works studied included mosaics: Alexander mosaic, Lion and the Bull, Grazing Goats; paintings: Perseus and Andromeda, Death of Pentheus; busts: Bust of Augustus, the Bust of Commodus; vases: Exekias, the Berlin Painter, the Amasis Painter; the Arch of Titus, Trajan's Column and the pediments found on the Parthenon.

Candidates who answered using both buildings and art works, and candidates who just answered with art works tended to do better overall. Merit and Excellence answers gave equal focus to each aspect of the question and used their supporting evidence to demonstrate a perceptive understanding. Unsuccessful candidates did not complete two questions in the examination booklet, or did not answer the questions correctly.

Candidates who only prepared responses using architecture tended to struggle more than candidates who were able to write about architecture and artworks, or alternatively just artworks.

91023 Demonstrate understanding of an important historical figure in the classical world

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- demonstrated a straightforward understanding of the historical figure
- used narrative details rather than focused discussion to demonstrate their understanding
- focused their answers on some parts of the question

- used primary evidence, though usually without a source reference or explanation of context.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- demonstrated a vague or inaccurate understanding of the historical figure
- did not answer the question, but wrote on a topic they had inaccurately predicted or they wrote on irrelevant events
- did not use primary source evidence.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- demonstrated in-depth and accurate understanding of the historical figure through focused and developed explanation
- focused on answering all aspects of the question, rather than giving narrative detail
- used primary source evidence in the correct context to support the points made
- gave accurate references to sources used.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- analysed sources of evidence in relation to the context of the question
- considered the wider social and/or political context of the historical figure in relation to the question
- used a comprehensive range of accurate details to support explanations
- answered all parts of the question in detail
- structured their answers to develop a coherent and convincing response to the question
- provided a range of primary source evidence, demonstrating a thorough understanding of the context.

OTHER COMMENTS

Successful candidates chose questions that best suited the historical figure they had studied. They focused carefully on the question and used primary evidence in their answers. These candidates also avoided giving long sections of narrative detail, and instead focused on discussing the historical figure in the context of the question. Merit and Excellence answers were more analytical and addressed all parts of the question methodically. They were able to provide accurate source references for primary evidence and used the evidence in the correct context. Excellence answers often demonstrated perceptive understanding of the perspectives of the sources of evidence and connected this to the context of the question.