

Assessment Schedule – 2014

Classical Studies: Analyse the significance of a work(s) of art in the classical world (91395)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analyse the significance</i> involves:</p> <ul style="list-style-type: none"> • undertaking a methodical examination and interpretation of the features and effect(s) of the work(s) of art in their artistic and/or historical context • discussing the work(s) of art in light of that examination and interpretation • using primary source evidence • drawing conclusions. 	<p><i>Analyse, in-depth, the significance</i> involves providing an informed and coherent discussion of the features and effect(s) of the work(s) of art. Features of an informed and coherent discussion include:</p> <ul style="list-style-type: none"> • integrating ideas • making comparisons • drawing conclusions that are supported by primary source evidence. 	<p><i>Analyse, with perception</i>, the significance involves discussing with insight the features and effect(s) of the work(s) of art. Features of a perceptive discussion include:</p> <ul style="list-style-type: none"> • giving evidence of artistic influence • providing critical evaluation • showing understanding of wider implications of the analysis • drawing developed conclusions.

Evidence statement

The performance descriptions below **do not** define the content of a candidate’s answers. They provide an indication of levels of performance and must be interpreted in the context of the examination questions. The points given are neither mandatory nor exclusive. Judgements should be based on a holistic assessment of the candidate’s response and follow a “best-fit” approach.

Achievement	Achievement with Merit	Achievement with Excellence
<p>The candidate analyses the significance of features of work(s) of art by discussing them in their artistic/historical context.</p> <p>The candidate shows a general understanding of the ways in which works of art reflect the social, political, religious, and/or artistic environment of the time in which they were produced, and draws general conclusions.</p> <p>The candidate’s response may lack specific detail, and aspects of the question may be underdeveloped or omitted.</p>	<p>The candidate analyses the significance of features of work(s) of art in depth by discussing their features in an informed and coherent way, in their artistic/historical context.</p> <p>The candidate shows an in-depth understanding of the ways in which works of art reflect the social, political, religious, and/or artistic environment of the time in which they were produced, and draws well-supported conclusions.</p> <p>The candidate’s response covers most aspects of the question, but treatment may be unbalanced.</p>	<p>The candidate analyses the significance of features of work(s) of art with perception by discussing their features with insight, in their artistic/historical context.</p> <p>The candidate shows a perceptive understanding of the ways in which works of art reflect the social, political, religious, and/or artistic environment of the time in which they were produced, and draws developed conclusions.</p> <p>The candidate’s response covers all aspects of the question in appropriate depth.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Examines the significance of features of the work(s), but describes (rather than interprets) and does not show understanding of effect.	Examines the significance of features of the work(s), but their interpretation is at a basic level and shows limited understanding of effect.	Examines and interprets the significance of features of the work(s) and their effect, but the discussion is not consistently methodical; not all important points are properly developed.	Examines and interprets the significance of features of the work(s) and their effect; the discussion is methodical but lacks depth.	Analyses the significance of features of the work(s) and their effect in depth, providing a range of specific detail and making comparisons and / or contrasts as appropriate; the discussion is well-informed and coherent, but some of it is too narrowly focused.	Analyses the significance of features of the work(s) and their effect in depth, providing a range of specific detail and making comparisons and / or contrasts as appropriate; the discussion is well-informed, coherent, and broadly focused.	Evaluates the significance of features of the work(s) and their effect with insight, providing a range of specific detail; the discussion is perceptive and shows awareness of artistic influence and / or innovation (as appropriate).	Evaluates the significance of features of the work(s) and their effect with insight and originality, providing a range of specific detail; the discussion is perceptive and explicitly describes artistic influence and / or innovation (as appropriate).
Makes few references to the selected work(s), or makes references that lack clarity.	Makes references to the selected work(s), but they are not all pertinent.	Makes references to the selected work(s), but not all references are in support of general comment.	Makes references to the selected work(s) that are in support of general comment, but not consistently.	Makes references to the selected work(s) that are in support of general comment.	Makes references to the selected work(s) that are in support of general comment and woven into the discussion.	Makes references to the selected work(s) that show critical discernment, reinforce general comment, and are woven into the discussion.	Makes references to the selected work(s) that are wide-ranging, show critical discernment, reinforce general comment, and are woven into the discussion.
Gives little evidence of understanding of the significance of the features of the work(s) in their artistic / historical context.	Gives some evidence of understanding of the significance of the features of the work(s) in their artistic / historical context, but the link(s) between the work(s) and their artistic/historical context are implied (rather than explicitly stated), with little supporting evidence provided.	Gives evidence of a basic understanding of the significance of the features of the work(s) in their artistic / historical context, but there is some over-simplification.	Gives sound evidence of understanding of the significance of the features of the work(s) in their artistic / historical context, without sweeping generalisations, but there is little indication of in-depth knowledge.	Gives evidence of informed understanding of the significance of the features of the work(s) in their artistic / historical context.	Gives evidence of informed understanding of the significance of the features of the work(s) in their artistic / historical context; the discussion is thorough and logically developed.	Gives evidence of a highly developed understanding of the significance of the features of the work(s) in their artistic / historical context; the discussion is balanced, focused, and convincingly supported by specific examples; the links to historical events and/or artistic developments clarify the wider implications of the work(s).	Gives evidence of a highly developed understanding of the significance of the features of the work(s) in their artistic / historical context; the discussion is at a sophisticated level and reveals an ability to synthesise information; the insightful links to historical events and/or artistic developments clarify the wider implications of the work(s); modern art historical criticism may be referred to, as appropriate.
	Gives conclusions that are underdeveloped.	Gives general conclusions, but very few are supported by specific examples.	Gives general conclusions that are occasionally supported by specific examples.	Gives general conclusions that are mostly supported by specific examples, and makes appropriate comparisons.	Gives general conclusions that are consistently supported by specific examples, and makes appropriate comparisons.	Gives developed conclusions that are supported by specific, well-chosen examples.	Gives developed conclusions that are skilfully supported by specific, well-chosen examples.

N0 = No response; no relevant evidence.

Cut Scores

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