

## Assessment Schedule – 2014

### Classical Studies: Analyse the impact of a significant historical figure on the classical world (91396)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analyse</i> involves:</p> <ul style="list-style-type: none"> <li>methodically examining the impact of the historical figure as communicated through primary source evidence</li> <li>discussing significant socio-political factors that may have influenced the historical figure</li> <li>drawing conclusions about the impact of the historical figure on the classical world.</li> </ul>	<p><i>Analyse, in-depth</i>, involves undertaking an informed and coherent discussion of the significant socio-political factors that may have influenced the historical figure. Features of informed and coherent discussion include:</p> <ul style="list-style-type: none"> <li>using primary source evidence of specific relevance to the context</li> <li>exploring more than one viewpoint</li> <li>making connections between individuals and their historical context</li> <li>drawing conclusions that are supported by primary source evidence.</li> </ul>	<p><i>Analyse, with perception</i>, involves discussing with insight the impact of the historical figure as communicated through primary source evidence. Features of perceptive discussion include:</p> <ul style="list-style-type: none"> <li>providing critical evaluation</li> <li>showing understanding of wider implications of the analysis</li> <li>drawing developed conclusions.</li> </ul>

#### 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 impact of a significant historical figure on the classical world as communicated through primary source evidence.</p> <p>The candidate shows a general understanding of significant socio-political factors that may have influenced the historical figure, and draws general conclusions about the figure's impact.</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 in depth the impact of the historical figure as communicated through primary source evidence.</p> <p>The candidate shows an informed understanding of significant socio-political factors that may have influenced the historical figure, and draws well-supported conclusions about the figure's impact.</p> <p>The candidate's response covers most aspects of the question, but treatment may be unbalanced.</p>	<p>The candidate analyses, with perception, the impact of the historical figure as communicated through primary source evidence.</p> <p>The candidate shows a perceptive understanding of significant socio-political factors that may have influenced the historical figure, and draws developed conclusions about the figure's impact.</p> <p>The candidate's response covers all aspects of the question in appropriate depth.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Provides some accurate factual information about the career/life of a significant historical figure, but not in the context of the question set.	Discusses a significant historical figure in the context of the chosen question, but does not provide a methodical examination of his or her impact on the classical world.	Discusses a significant historical figure in the context of the chosen question; there is some evidence of methodical examination of the figure's impact on the classical world, but an analytical approach is not always sustained; the response has a discernible structure, although not all arguments are properly developed.	Discusses a significant historical figure in the context of the chosen question; there is evidence of methodical examination of the figure's impact on the classical world, and an analytical approach is sustained but incomplete; the response has a discernible structure, although not all arguments are properly developed.	Discusses in depth a significant historical figure in the context of the chosen question; examination of the figure's impact on the classical world is well-informed and coherent, but some of it is too narrowly focused.	Discusses in depth a significant historical figure in the context of the chosen question; examination of the figure's impact on the classical world is well-informed, coherent, and broadly focused.	Discusses, with insight, a significant historical figure in the context of the chosen question; examination of the figure's impact on the classical world is well-informed, perceptive, and wide-ranging; the complexity of primary, and as appropriate secondary, source evidence is acknowledged implicitly or explicitly in the argument.	Discusses, with insight, a significant historical figure in the context of the chosen question; examination of the figure's impact on the classical world is well-informed, perceptive, and wide-ranging; the complexity of primary, and as appropriate secondary, source evidence is acknowledged and objectively evaluated.
Provides little or no relevant primary source evidence.	Provides some primary source evidence in the form of short quotations or paraphrasing, but not all evidence is pertinent.	Provides some pertinent primary source evidence in the form of short quotations or paraphrasing, but it is incomplete and/or imprecise.	Provides pertinent primary source evidence in the form of short quotations or paraphrasing, but it is incomplete and/or imprecise.	Provides primary source evidence of specific relevance to context in the form of short quotations or paraphrasing, but it is not complete.	Consistently provides primary source evidence of specific relevance to context in the form of short quotations or paraphrasing.	Consistently provides a range of primary source evidence of specific relevance to context in the form of short quotations or paraphrasing.	Consistently provides a range of primary source evidence of specific relevance to context in the form of short quotations or paraphrasing.
Shows little indication of understanding of the socio-political factors that affected the historical figure's career / life.	Shows limited understanding of the significance of socio-political factors; shows knowledge to the extent of recounting the story of the historical figure's career / life, but with inadequate discussion of the relevance of socio-historical factors.	Shows evidence of a basic understanding of the socio-political factors that affected the historical figure's career / life, but there is some over-simplification.	Shows evidence of sound understanding of the socio-political factors that affected the historical figure's career / life, but there is some over-simplification.	Shows evidence of informed understanding of the socio-political factors that affected the historical figure's career / life; connections are made between individuals and their historical context, and / or alternative viewpoints are mentioned.	Shows evidence of informed understanding of the socio-political factors that affected the historical figure's career / life; connections are made between individuals and their historical context, and / or alternative viewpoints are described; the discussion is thorough and logically developed.	Shows evidence of a critical evaluation of the socio-political factors that affected the historical figure's career / life; explicit connections are made between individuals and their historical context; the wider implications of events are taken into account, and alternative viewpoints are described; the discussion is balanced and focused.	Shows evidence of critical evaluation of the socio-political factors that affected the historical figure's career / life; insightful connections are made between individuals and their historical context, the wider implications of events are analysed, and alternative viewpoints are evaluated; discussion is at a sophisticated level and reveals an ability to synthesise evidence.
	Gives conclusions that are underdeveloped and not supported with evidence.	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.	Gives general conclusions that are consistently supported by specific examples.	Gives developed conclusions that are supported by specific, well-chosen examples.	Gives developed conclusions that are skillfully supported by specific, well-chosen examples.

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

**Cut Scores**

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