

Assessment Schedule — 2011**Classical Studies: Demonstrate understanding of an important historical figure in the classical world (91023)**

Non Achieved		Achievement		Merit		Excellence	
N0 = No response; no relevant evidence.		The candidate demonstrates understanding by explaining the importance of a historical figure in the classical world.		The candidate demonstrates in-depth understanding by giving an informed explanation of the importance of a historical figure in the classical world.		The candidate demonstrates perceptive understanding by showing insight into the importance of a historical figure in the classical world, and shows an understanding of the wider cultural context.	
N1	N2	A3	A4	M5	M6	E7	E8
The candidate demonstrates very little understanding of the historical figure and their importance.	The candidate demonstrates a limited understanding of the historical figure and their importance.	The candidate demonstrates a basic understanding of the historical figure and their importance.	The candidate demonstrates a straightforward understanding of the historical figure and their importance.	The candidate provides depth in answers, based on a sound knowledge of the historical figure and their importance.	The candidate provides greater depth in answers, based on a sound knowledge of the historical figure and their importance.	The candidate's response is perceptive, based on a thorough knowledge of the historical figure and their importance.	The candidate's response is perceptive and focused, based on a thorough knowledge of the historical figure and their importance.
Little or no explanation.	Limited explanation.	Basic explanation.	Straightforward explanation.	Some explanation is informed.	Most explanation is informed.	Explanation is informed and shows some insight.	Explanation is informed and shows consistent insight.
Knowledge and interpretation are inaccurate.	Knowledge and interpretation are inaccurate.	Knowledge and interpretation are at a basic level.	Knowledge and interpretation are at a straightforward level.	Some knowledge and interpretation are at an informed level.	Most knowledge and interpretation are at an informed level.	Candidate shows some awareness of a wider cultural context.	Candidate shows consistent awareness of a wider cultural context.
		Some aspects are explained.	Some aspects are explained.	A range of aspects is considered.	A range of aspects is considered and explained.	A wide range of aspects is considered, some of which are explained.	A wide range of aspects is considered, most of which are explained.
No references are included or if included are inaccurate.	References are non-specific and/or not relevant.	References are general.	Candidate may have included one specific reference. Some references are relevant.	Candidate is able to apply a range of aspects / knowledge.	Candidate is able to apply a range of aspects / knowledge with specific relevance.	A reason is provided for the figure's actions and the events and / or people associated with them.	Reasons are provided for the figure's actions and the events and / or people associated with them.
	One or more parts of a question may be omitted.	One part of a question may be omitted.	One part of a question may be underdeveloped.	Answers have depth. Both parts of the question are covered, but the treatment may be unbalanced.	Answers have depth. Both parts of the question are covered, and the treatment is mostly balanced.	Answers are perceptive. Both parts of the question are answered fully.	Answers are perceptive and focused. Both parts of the question are answered fully.
		Minimal supporting evidence is provided.	Limited supporting evidence is provided.	Relevant supporting evidence is included but may not be consistently provided.	Relevant supporting evidence is included but may not be consistently provided.	Most supporting evidence is relevant and accurate, and it is consistently provided.	Supporting evidence is relevant, accurate, and consistently provided.

				Some supporting evidence may be inaccurate.			
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Sample schedule

Question Two: The influence of others

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The influence of Pompey and other enemies forced Julius Caesar to march on Rome. Caesar lost the support of Pompey. His enemies in the Senate said he had done illegal things and he was not allowed to leave his province. Caesar marched his army down to Rome. This was because of the laws against the power and influence held by Caesar.</p>	<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The negative influence of Pompey and the <i>optimates</i> in the Senate forced Julius Caesar to march on Rome. Caesar lost the support of Pompey, his enemies in the Senate said that his actions were illegal and he was not allowed to leave his province. Caesar marched his army down from Gaul to Rome. This illegal act was influenced by the laws against the power and influence held by Caesar in his absence.</p>	<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The negative influence of Pompey and the <i>optimates</i> in the Senate forced Julius Caesar to march on Rome. Caesar lost the support of Pompey, his enemies in the Senate said that his actions were illegal and he was not allowed to leave his province. This illegal act was influenced by the laws against the power and influence held by Caesar in his absence. Caesar's supporters were forced to flee Rome. Caesar believed that he only had one option left and marched his army down from Gaul to Rome. He was forced to take radical action as this was now the only means of stopping those who were opposing his position. Caesar wished to plead the charges presented against him.</p>	<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The negative influence of Pompey and the <i>optimates</i> in the Senate forced Julius Caesar to march on Rome. Caesar lost the support of Pompey, his enemies in the Senate declaimed actions as illegal and he was not allowed to leave his province. This illegal act was influenced by the laws against the power and <i>auctoritas</i> held by Caesar in his absence. Caesar's tribunes were unsuccessful in their attempts to stop Pompey and the <i>optimates</i> and were forced to flee Rome. Pompey's support of the <i>optimates</i> in the Senate led Caesar to believe that he only had one option left, and he used the actions of Sulla before him as an example of how to react. Caesar marched his army down from Gaul to Rome. He was forced to take radical action by marching his army on Rome, crossing the Rubicon as this was now the only means of stopping those who were opposing his position. Caesar wished to plead the charges presented against him.</p>	<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The negative influence of Pompey and the <i>optimates</i> in the Senate forced Julius Caesar to march on Rome. Caesar relied heavily on the <i>populares</i> for support in the senate. Caesar felt that he could not trust Pompey and had to take drastic action. Caesar lost the support of Pompey, his enemies in the Senate declaimed his actions as illegal, and he was not allowed to leave his province, Gaul. This illegal act was influenced by the laws against the power and <i>auctoritas</i> held by Caesar in his absence. Caesar's tribunes were unsuccessful in their attempts to stop Pompey and the <i>optimates</i>, and were forced to flee Rome. Pompey's support of the <i>optimates</i> in the Senate led Caesar to believe that he only had one option left, and he used the actions of Sulla before him as an example of how to react. Caesar marched his army down from Gaul to Rome. He was forced to take the radical action of crossing the Rubicon river as this was now the only means of stopping those who were</p>	<p><i>Discuss how this influence affected the figure's decision(s) in a moment of crisis.</i></p> <p>The negative influence of Pompey and the <i>optimates</i> in the Senate forced Julius Caesar to march on Rome. After the dissolution of the first triumvirate, Caesar relied heavily on the <i>populares</i> for support in the senate. The loss of Julia as a link between Caesar and Pompey and the subsequent marriage of Pompey and Cornelia Metella made it clearer to Caesar that he could not trust Pompey and had to take drastic action. Caesar lost the support of Pompey, his enemies in the Senate declaimed his actions as illegal and he was not allowed to leave his province, Gaul, as he would lose his <i>proconsular imperium</i>. This illegal act was influenced by the laws against the power and <i>auctoritas</i> held by Caesar in his absence. Caesar's tribunes were unsuccessful in their attempts to stop Pompey and the <i>optimates</i>, and were forced to flee Rome. Pompey's support of the <i>optimates</i> in the Senate led Caesar to believe that he only had one option left, and he used the actions of Sulla</p>

				<p>opposing his position. This was not a decision he took lightly and Plutarch tells us he deliberated for a long time before acting. He wished to plead the charges presented against him but was aware of the implication of crossing the Rubicon. As he crossed the river he said 'the die is cast'. This indicates that the move across the Rubicon was a game of chance. Caesar was not just risking his own career but also the career and respectability of all men in his army.</p>	<p>before him as an example of how to react. Caesar marched his army down from Gaul to Rome. He was forced to take radical action by marching his army on Rome, crossing the traditional boundary of the Rubicon River as this was now the only means of stopping those who were opposing his position. This was not a decision he took lightly. Plutarch tells us "he communed with himself a long time in silence as his resolution wavered back and forth, and his purpose then suffered change after change". Caesar wished to plead the charges presented against him. Julius Caesar was aware of the implication of crossing the Rubicon. Suetonius and Plutarch both report that at the moment of crossing, Caesar was quoted saying "alea iacta est" (the die is cast). This indicates that not only was the move across the Rubicon a game of chance where there would be a clear winner and a clear loser, but Caesar was also risking his own career and the careers and respectability of all men in his army.</p> <p>Other points are possible.</p>
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N.B. All parts of the question should be similarly differentiated at Achievement, Merit and Excellence level.

Judgement Statement

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