

**Assessment Schedule – 2020****Classical Studies: Examine socio-political life in the classical world (91203)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with 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>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 the answer may be underdeveloped or omitted. Conclusions may be simple and basic.</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>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. Parts of the treatment may be unbalanced. Supporting evidence of specific relevance to the context is present, and informed / relevant conclusions are drawn.</p>	<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> <p>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 answer include detail. Supporting evidence is relevant, accurate, and consistently provided, and informed / relevant and developed conclusions are drawn.</p>

\* Socio-political life means the relationship between individuals, society, and government.

**Cut Scores**

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

## Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate understanding of socio-political life in the classical world.	Demonstrates limited understanding of socio-political life in the classical world.	Demonstrates <b>some</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates <b>general</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates <b>sound</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates <b>informed</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates <b>perceptive</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.	Demonstrates <b>thorough</b> and <b>perceptive</b> understanding of socio-political life in the classical world and the relationship between individuals, society, and government.
Demonstrates a little knowledge of classical socio-political life.	Demonstrates limited knowledge and interpretation of classical socio-political life.	Demonstrates knowledge and interpretation of classical socio-political life that is at a <b>straightforward</b> level.	Demonstrates <b>sound</b> knowledge and interpretation of classical socio-political life.	Demonstrates knowledge and interpretation of classical socio-political life that is <b>informed</b> and at a <b>detailed</b> level.	Demonstrates knowledge and interpretation of classical socio-political life that is <b>informed</b> and at a <b>consistently detailed</b> level.	Demonstrates knowledge and interpretation of classical socio-political life at a consistently detailed level that shows some insight; shows <b>some perceptive awareness</b> of a wider cultural context.	Demonstrates knowledge and interpretation of classical socio-political life at a consistently detailed level that shows insight; shows <b>perceptive awareness</b> of a wider cultural context.
	Does not address the question; provides a limited explanation.	Addresses the question, but the answer may be underdeveloped; provides <b>some explanation</b> .	Provides a <b>well-developed</b> answer and explanation for an aspect of the question.	Responds to all aspects of the question, but treatment may be unbalanced; explanation is <b>informed</b> , and parts have depth.	Responds fully to the question, but the treatment may be unbalanced; explanation is informed, and <b>parts</b> are <b>detailed</b> .	Responds fully to the question, showing <b>some insight</b> into the classical world; answer is <b>consistently detailed</b> ; explanation is informed and thorough.	Responds fully to the question, showing <b>insight</b> into the classical world; answer is consistently detailed; explanation is informed and thorough.
	Uses minimal primary-source evidence*.	Uses primary-source evidence*.	Uses primary-source evidence*.	Uses primary-source evidence* of <b>specific relevance</b> to the context.	Uses primary-source evidence* of <b>specific relevance</b> to the context.	Consistently uses primary-source evidence* of specific relevance to the context, and <b>explains evidence</b> .	Consistently uses primary-source evidence* of specific relevance to the context, and <b>explains evidence</b> .
	Draws minimal conclusions**.	Draws <b>simple</b> conclusions**.	Draws <b>sound</b> conclusions**.	Draws sound and <b>detailed</b> conclusions**, supported by <b>relevant evidence</b> .	Draws sound and <b>detailed</b> conclusions**, supported by <b>relevant evidence</b> .	Draws <b>developed</b> conclusions** that show <b>some insight</b> into the classical world.	Draws <b>developed</b> conclusions** that show <b>insight</b> 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 parts of the answers.