

**Assessment Schedule – 2014****Classical Studies: Demonstrate understanding of an important historical figure in the classical world (91023)****Evidence Statement**

<b>Not Achieved</b>		<b>Achievement</b>		<b>Achievement with Merit</b>		<b>Achievement with Excellence</b>	
<b>N0</b> = No response; no relevant evidence.		The candidate demonstrates understanding by describing the importance of a historical figure from the classical world.		The candidate demonstrates in-depth understanding by giving an informed explanation of the importance of a historical figure from the classical world.		The candidate demonstrates perceptive understanding by showing insight into the reasons for the importance of a historical figure from the classical world, and shows an understanding of the influences of their wider cultural context.	
<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
The candidate demonstrates little understanding of the historical figure and their importance and / or the response is not in the context of the question.	The candidate demonstrates a limited and / or inaccurate understanding of the historical figure and their importance in the context of the question.	The candidate demonstrates a basic understanding of the historical figure and their importance in the context of the question.	The candidate demonstrates a straightforward understanding of the historical figure and their importance in the context of the question.	The candidate provides depth in answers, demonstrating a sound knowledge of the historical figure and their importance in the context of the question.	The candidate provides greater depth in answers, demonstrating a sound knowledge of the historical figure and their importance in the context of the question.	The candidate's response is perceptive, demonstrating a thorough knowledge of the historical figure and their importance in the context of the question.	The candidate's response is perceptive and focused, demonstrating a thorough knowledge of the historical figure and their importance in the context of the question.
Does not address the question; provides little or no explanation.	Few aspects are explained.	Some aspects are explained.	Some aspects are explained.	A range of aspects are explained.	A range of aspects are explained.	A wide range of aspects is considered, providing accurate explanations.	A wide range of aspects is considered, providing accurate explanations and connections.
No evidence is included or if included is inaccurate.	References to primary source evidence are non-specific and / or not relevant.	Provides some references to primary source evidence, but mostly are general and without attribution.	Provides some references to primary source evidence, but mostly are general and without attribution.	Provides relevant references to primary source evidence in the form of short quotations or paraphrasing, mostly with attribution.	Consistently provides relevant references to primary source evidence in the form of short quotations or paraphrasing, mostly with attribution.	Consistently provides a range of relevant references to primary source evidence in the form of short quotations or paraphrasing, with attributions.	Consistently provides a range of relevant references to primary source evidence in the form of short quotations or paraphrasing, with attributions.
	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.	Both parts of the question are covered, but the treatment may be unbalanced.	Both parts of the question are covered, and the treatment is mostly balanced.	Both parts of the question are answered fully.	Both parts of the question are answered fully.

**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