

Assessment Schedule – 2013**Classical Studies: Demonstrate understanding of an important historical figure in the classical world (91023)****Evidence Statement**

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
N0 = No response; no relevant evidence.		The candidate demonstrates understanding by describing the importance of an historical figure from the classical world.		The candidate demonstrates in-depth understanding by giving an informed explanation of the importance of an historical figure from the classical world.		The candidate demonstrates perceptive understanding by showing insight into the reasons for the importance of an historical figure from the classical world and shows an understanding of the influences of their 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, demonstrating a sound knowledge of the historical figure and their importance.	The candidate provides greater depth in answers, demonstrating a sound knowledge of the historical figure and their importance.	The candidate's response is perceptive, demonstrating a thorough knowledge of the historical figure and their importance.	The candidate's response is perceptive and focused, demonstrating 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 the cultural context.	Candidate shows consistent awareness of the 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 applies a range of aspects / knowledge.	Candidate applies 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	Relevant supporting evidence is included, but may not be	Most supporting evidence is relevant and accurate, and it is	Supporting evidence is relevant, accurate, and

				consistently provided. Some supporting evidence may be inaccurate.	consistently provided.	consistently provided.	consistently provided.
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Judgement Statement

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