Assessment Schedule – 2016

Classical Studies: Demonstrate understanding of ideas and values of the classical world (91021)

Evidence

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
N0 = No response; no relevant evidence.		The candidate demonstrates understanding of the ideas and values of the ancient Greeks or Romans as communicated in a classical text.		The candidate demonstrates in-depth understanding of the ideas and values of the ancient Greeks or Romans as communicated in a classical text.		The candidate demonstrates perceptive understanding of the ideas and values of the ancient Greeks or Romans as communicated in a classical text, and shows an understanding of a wider cultural context.	
N1	**N2**	**A3**	**A4**	**M5**	**M6**	**E7**	**E8**
The candidate demonstrates very little understanding of classical ideas and values.	The candidate demonstrates a limited understanding of classical ideas and values.	The candidate demonstrates a basic understanding of classical ideas and values.	The candidate demonstrates a straightforward understanding of classical ideas and values.	The candidate demonstrates some in-depth understanding, based on a knowledge of classical ideas and values.	The candidate consistently demonstrates in-depth understanding based on a sound knowledge of classical ideas and values.	The candidate demonstrates some perceptive understanding based on a thorough knowledge of classical ideas and values.	The candidate consistently demonstrates perceptive understanding based on a thorough knowledge of classical ideas and values.
Does not address the question; provides little or no explanation.	Explanation is minimal.	Basic explanation.	Straightforward explanation.	Some explanation is informed.	Most explanation is informed.	Explanation is informed and shows some insight.	Explanation is informed and consistently shows insight.
Knowledge and interpretation are inaccurate.	Knowledge and interpretation are mostly 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.	The candidate shows some awareness of a wider cultural context.	The candidate consistently shows awareness of a wider cultural context.
		Some basic aspects of ancient society are considered.	Some straightforward aspects of ancient society are considered.	A range of aspects of ancient society is considered and some aspects are explained in depth.	A range of aspects of ancient society is considered, and the aspects are consistently explained in depth.	A range of aspects of ancient society is considered, and some aspects are explained with perception.	A range of aspects of ancient society is considered, and the aspects are consistently explained with perception.
No references to the text are included, or if included are inaccurate.	References to the text are mostly non-specific and / or not relevant.	Provides minimal references to the text that are general, but of some relevance.	Provides references to the text that are general, but relevant.	Provides references to the text in the form of short quotations or paraphrasing that are specific and relevant, but may not be consistently provided.	Consistently provides references to the text in the form of short quotations or paraphrasing that are specific and relevant.	Applies well-chosen, specific, and relevant references to the text in the form of short quotations or paraphrasing.	Consistently applies well-chosen, specific and relevant references to the text in the form of short quotations or paraphrasing.
	One part 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 coverage may not be balanced.	Both parts of the question are covered and the response is appropriately balanced.	Both parts of the question are answered fully.	Both parts of the question are answered fully.

Cut Scores

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