

# 2015 NZ Scholarship Assessment Report

## Classical Studies

### Part A: Commentary

Comment on the overall response of candidates to the 2015 examination.

Successful candidates produced clearly argued essays that focused on the question set. They demonstrated an ability to think critically and were able to integrate convincing primary and often secondary source evidence into their responses.

Essays of scholarship standard were produced for all seven topics in Section A. The best answers in Section B set the documents provided at the heart of their answer and avoided writing a general, prepared response – for example on Greek or Roman leadership – mining the sources for occasional reference.

The assessment schedule allowed for a range of interpretations and viewpoints, with no expectation of mandatory detail. Evidence of wider reading and broader knowledge of the topic was rewarded, when relevant to the theme or point discussed.

The standard of answers was very similar to previous years and the cut offs recommended for Scholarship and Outstanding were the same as 2014. Those who struggled to produce work of quality failed to read the requirements of the question carefully, favoured narrative over analysis and were unable to develop a convincing or balanced argument.

### Part B: Report on performance standard

<b>Scholarship with Outstanding Performance</b>	<p>Candidates who were awarded Scholarship with Outstanding Performance commonly:</p> <ul style="list-style-type: none"> <li>wrote fluently with a degree of literary sophistication</li> <li>demonstrated in-depth knowledge of content, based on wider reading</li> <li>integrated relevant primary and secondary source evidence into their argument</li> <li>sustained a balanced argument and reached valid, nuanced conclusions</li> <li>showed an ability to think independently and make insightful observations</li> <li>in Section B, focused on the context and subtext of the resources provided, avoiding description, paraphrase and copious general background</li> <li>answered each question in full, engaging critically with its underlying implications and/or assumptions.</li> </ul>
<b>Scholarship</b>	<p>Candidates who were awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>wrote clearly and produced a structured response in essay format</li> <li>demonstrated sound knowledge of content, based on wider reading</li> <li>supported their argument with a range of relevant primary source evidence</li> <li>showed some knowledge of secondary sources</li> <li>adhered to the question set and reached sensible conclusions, based on evidence</li> <li>in Section B, focused on analysis of the resources provided, incorporating background detail when directly relevant to the discussion</li> <li>answered all parts of the question.</li> </ul>
<b>Other candidates</b>	<p>Candidates who were not awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>failed to write clearly and/or structure their argument effectively</li> <li>showed limited understanding of the question and/or a weak knowledge of content</li> <li>did not marshal sufficient evidence to justify their conclusions and failed to incorporate or reference primary sources</li> </ul>

	<ul style="list-style-type: none"> <li>• introduced irrelevant material not related to the question</li> <li>• did not sustain an analytical approach, drifting into narrative.</li> <li>• in Section B, did not set analysis of the resources provided at the heart of their discussion</li> <li>• answered only a part of the question or part of the examination paper.</li> </ul>
<b>Standard specific comments</b>	<p>Candidates are now familiar and comfortable with the format of the scholarship paper – in its third year. Only two candidates failed to follow instructions for Section B and the vast majority completed three responses. Most of those who did not complete the paper were clearly unprepared, although a small percentage did appear to run out of time.</p> <p>Although the L3 cohort for Classical Studies was a little lower in 2015, there was no drop off in the number of candidates who turned up to the Classical Studies Scholarship examination.</p> <p>The contexts favoured by candidates were also very similar to 2014, although Socrates appears to be less widely studied, possibly because he is a less comfortable 'fit' for the level 3 standard:</p> <p>Alexander: 191 answers  Augustus: 133 answers  Socrates: 33 answers  Aristophanes 78 answers  Virgil: 288 answers  Greek Vase Painting: 68 answers  Roman Art: 182 answers</p>