**Classical Civilisation, Sixth Form Entrance Examination, mark scheme**

Question 1

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| **Level** | **Marks** | **Characteristics of performance** |
| **4** | **10–9** | * consistently accurate and detailed knowledge and understanding of classical sources   *shows very good understanding of the sources’ cultural contexts* ***and*** *possible interpretations*   * a well-argued response to the question which is supported by a range of well-selected evidence   *includes critical analysis, interpretation and evaluation* |
| **3** | **8–6** | * accurate knowledge and understanding of classical sources   s*hows good understanding of the sources’ cultural contexts* ***and/or*** *possible interpretations*   * a focused response to the question which is supported by a range of evidence   *includes relevant analysis, interpretation and evaluation* |
| **2** | **5–3** | * sound, mostly accurate, knowledge and understanding of classical sources   s*hows some understanding of the sources’ cultural contexts* ***and/or*** *possible interpretations*   * engages with the general topic of the question, and is supported by limited range of evidence   *includes some analysis, interpretation and evaluation* |
| **1** | **1–2** | * limited knowledge and understanding of classical sources   *shows limited understanding of the sources’ cultural contexts* ***and/or*** *possible interpretations*   * little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence   i*ncludes isolated analysis, interpretation and evaluation* |
| **0** | **0** | * no response or no response worthy of credit |

Examples of appropriate evidence from outside the sources might include:

* The influences of the gods before, during or after the Trojan War, as detailed in the Iliad and/or Odyssey, and/or other works
* The actions of the gods in Greek tragedy
* The actions of the gods in classical myths

Question 2

* Candidates could show knowledge of a range of qualities drawn from their own knowledge or the sources. 2 marks will be given for identification of suitable qualities, with reference to where said qualities are exhibited. 3 marks will awarded for the quality of the analysis and explanation based on evidence selected.

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| **Evidence** | | **Analysis and Explanation** | |
| **Mark** | **Characteristics of Performance** | **Mark** | **Characteristics of Performance** |
| 2 | * Identification of a range of relevant qualities drawn from sources and/or own knowledge | 3 | * focused explanation, with consistent, accurate use of evidence to support analysis |
| 1 | * Identification of one relevant quality drawn from sources and/or own knowledge | 2 | * reasonable explanation, with consistent, mostly accurate use of evidence to support analysis |
| 0 | * No response worthy of credit | 1 | * limited attempt at a basic explanation, with limited reference to evidence in analysis |
|  |  | 0 | * No response worthy of credit |

Evidence might be drawn from the exploits of heroes such as (but not limited to) Achilles, Hector, Aeneas or Odysseus.

Questions 3, 4 and 5

Any relevant knowledge will be rewarded.

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| **Level** | **Mark** | **Characteristics of Performance** |
| **5** | **13 – 15** | * very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources’ cultural contexts **and** possible interpretations * very good analysis and interpretation of a wide range of well-selected evidence * coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions |
| **4** | **10 – 12** | * good, accurate knowledge and understanding of classical sources with clear understanding of the sources’ cultural contexts **and** possible interpretations * good analysis and interpretation of a wide range of relevant evidence * consistently well-structured argument, consistent evaluation of sources, and sound conclusions |
| **3** | **7 – 9** | * reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources’ cultural contexts **and/or** possible interpretations * reasonable analysis and interpretation of a range of relevant evidence * argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions |
| **2** | **4 – 6** | * basic knowledge and understanding of classical sources, with basic understanding of the sources’ cultural contexts **and/or** possible interpretations * basic analysis and interpretation of some relevant evidence * argument has some structure, some evaluation of sources, and some credible conclusions |
| **1** | **1 – 3** | * limited knowledge and understanding of classical sources with little understanding of the sources’ cultural contexts **and/or** possible interpretations * limited analysis and interpretation of little relevant evidence * some attempt at reasoning, isolated use of sources, and weak conclusions |
| **0** | **0** | * no response or no response worthy of credit |