



National
Qualifications
2022

2022 Classical Studies

Classical Literature

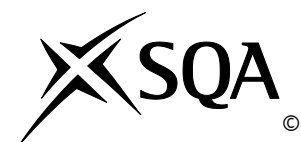
Higher

Finalised Marking Instructions

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General marking principles for Higher Classical Studies – Classical Literature

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) For marks to be awarded, points must relate to the question asked. The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) Where the candidate is instructed to choose one optional question to answer but instead answers both options, mark both responses and record the better mark.
- (e) Marking must be consistent. Never make a judgement on a response based on length, quality of handwriting or a confused start.
- (f) There are two types of question used in this question paper. Each assesses a particular skill.
 - i Discuss a theme in classical literature **(20 marks)**
 - ii Compare a modern source/quote with a classical idea(s) **(10 marks)**.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a) OR (b)	<p>Candidates apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They make connections between the text(s) and universal ideas, themes or values, showing how the universal ideas, themes or values are displayed through the characters or strands of action. They analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world.</p> <p>Introduction (2 marks)</p>	20	<p>Award 1 mark where the candidate contextualises the theme to the classical world in general terms.</p> <p>Award 1 mark where the candidate shows the structure and development of their essay ('signposting'). Examples might include:</p> <ul style="list-style-type: none"> • outline of the general approach • outline of the division of the main body of the essay • outline of the overall argument of the essay (without detailed justification). <p>Only award the signposting mark where you are satisfied by the end of the essay that the candidate has delivered what they stated was their intention in the introduction.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Candidates make well-reasoned judgements and arguments about aspects of the issue. They identify different ways in which the theme is explored in the text(s) and draw out relationships between them.</p> <p>They show their analysis by:</p> <ul style="list-style-type: none"> • establishing links between aspects, for example, this feature led to that feature; at the same time there was also . . .; these events caused that consequence for this character • establishing contradiction or inconsistencies within aspects, for example, while they showed their free will in that way, fate limited them in this way • establishing contradiction or inconsistencies between aspects, for example, while this aspect of the theme was significant for this character, it was much less significant for that character • exploring different interpretations of the theme in classical literature, for example, while some people may view this aspect of the theme as significant for the character, others may argue that . . . 		<p>Award 6–8 marks where the candidate shows analysis and evaluation:</p> <ul style="list-style-type: none"> • explaining fully, and clearly making a range of key arguments. These arguments must be ‘high order’ arguments which are fully nuanced • linking the parts of their essay into a consistent and flowing overall analysis and evaluation • understanding that there can be differing interpretations of at least two key aspects of their essay. <p>Award 4–5 marks where the candidate shows analysis and evaluation:</p> <ul style="list-style-type: none"> • explaining well, and clearly making a number of key arguments. These arguments are nuanced • linking most of their essay into an overall analysis • understanding that there can be differing interpretations of at least one aspect of their essay. <p>Award 1–3 marks where the candidate shows analysis and evaluation:</p> <ul style="list-style-type: none"> • explaining, and making a number of basic arguments linking some of their essay into an analysis.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> • the relative importance of aspects, for example, this shows that X was a more significant aspect than Y • counterarguments including possible alternative interpretations, for example, one aspect was . . . However, this may not be the case because . . . 		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They provide developed comparisons between the source and the classical aspect.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge of appropriate text(s), up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p>	10	<p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p> <p>Possible points from the source may include:</p> <ul style="list-style-type: none"> • changes of circumstance leading to choices • the decisions we make impact on our lives • consequences don't always turn out as we hoped and can end badly • some seek guidance from religion • making decisions to plan for the future is pointless • life is random • we have little or no control over what happens in life • life is planned in advance • life is down to fate. <p>Points of similarity:</p> <ul style="list-style-type: none"> • consequences don't always turn out as we hope and can end badly • unforeseen circumstances can change everything • we have little or no control over what happens in life • life is planned in advance • life is down to fate. <p>Points of difference:</p> <ul style="list-style-type: none"> • change, choices • decisions shape our lives • making decisions to plan for the future is pointless • life is random. <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]