



Scottish Certificate of Education

**Standard Grade Revised Arrangements in  
Classical Studies**

Foundation, General and Credit Levels in and  
after 1993

# STANDARD GRADE ARRANGEMENTS IN CLASSICAL STUDIES

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**NOTE OF CHANGES TO ARRANGEMENTS  
3RD EDITION PUBLISHED AUGUST 2011**

**COURSE TITLE:** Classical Studies  
(Standard Grade)

**COURSE NUMBER:** 0520 01

*National Course Specification*

Course details: Appendix 1 updated to detail prescriptions for examinations in 2012 and 2013.

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## **Introduction**

The Arrangements for Classical Studies on the Standard Grade of the Scottish Certificate of Education are based on a Report of a Joint Working Party (JWP) of the Scottish Examination Board and the Scottish Consultative Council on the Curriculum (SCCC) which was issued to interested bodies for comment in May 1990.

In finalising the Arrangements, the JWP and the Classics Panel of the Board have taken account of the submissions received from interested bodies. Where appropriate, aspects of the proposals contained in the Report have been clarified and modified in the light of these responses.

An examination in Classical Studies on the Standard Grade at Foundation, General and Credit Levels will be offered in and after 1993 on the basis of the Arrangements detailed in this document.



## **Section 1**

### **Rationale and Aims**

# **1 Rationale and Aims**

## **1.1 Introduction**

This section

- discusses the definition of Classical Studies
- relates Classical Studies to broader educational aims and to the modes set out in the document “Curriculum Design for the Secondary Stages” (SCCC)
- considers the particular contributions which Classical Studies might make to the general education of pupils.

## **1.2 Definition of Classical Studies**

Classical Studies is a study of the ancient civilisations of Greece and Rome without involving the study of the Greek language or the Latin language. It encompasses historical, cultural, religious, moral, literary and aesthetic elements, and it may touch upon the scientific/technological area.

## **1.3 Classical Studies in the Curriculum**

1.3.1 The SCCC document “Curriculum Design for the Secondary Stages” has registered Classical Studies as a valuable experience both in S1/S2 guidelines and in S3/S4 guidelines. In S1/S2 it is seen as an enriching element either in the Language and Communication mode or in the Social and Environmental Studies mode. In the S3/S4 guidelines it is placed in the Social and Environmental Studies mode as one of the core subjects, and in the Language and Communication mode as a subject providing enrichment. Classical Studies can also be offered as part of a short-course programme.

1.3.2 In Classical Studies it is possible to consider a civilisation in all its aspects. This characteristic of the subject is partly due to the nature of the evidence which offers to teacher and pupil alike the possibility of coherent, absorbing and intellectually exciting study, over a broad area.

1.3.3 Courses in Classical Studies can enrich English, History and other Social Studies, Religious and Moral Studies, Drama and Art. Classical Studies courses also provide an excellent point of departure for other work, eg comparative literary studies, classical languages, archaeology, mediaeval studies, modern languages and European studies. The subject provides an extremely valuable seed-bed for a wide range of later developments and diversifications.

## **1.4 Aims of the Course**

The general aims of the course are as follows.

1.4.1 Awareness of the Classical World

a) Institutions

The study of Greek and Roman society reveals not merely origins but also very instructive models of important issues, eg democracy and other systems of government, colonisation, status of women, economic interdependence (Greek and Roman trade), clan and tribe, slavery.

1 4 1 (continued)

b) Moral, spiritual and religious values and practices

The classical civilisations gave lucid and coherent expression to many of the timeless concerns of the human condition:

- relations between individuals in a society or between the individual and society
- morality and personal responsibility
- theology and the belief in supernatural powers.

c) Literary and aesthetic values

The classical literature studied in the course is of intrinsic interest, and is expressively rich in stylistic features such as metaphor, pathos and characterisation – features which pupils will come to appreciate in context. It also provides opportunities to elicit response to a wide variety of issues. In the visual arts, especially in matters of architecture and the representation of human form and action, the classical world is also particularly rich.

1 4 2 Enhanced Awareness of Modern Society and its Graeco-Roman Heritage

a) Institutions

In many of the most important features of modern society a historical continuum exists with the ancient civilisations of Greece and Rome. The study of Greek and Roman society gives insight into the development of many modern institutions (cf 1 4 1 a). The differences between ancient and modern society are no less instructive than the similarities.

b) Moral, spiritual and religious values and practices

The concerns of the classical world with regard to the relationship between the individual and society, personal morality and religious belief are relevant to modern society, and shed light on many concerns of the modern world.

c) Literary and aesthetic values

The classical literatures, as well as being of intrinsic interest, provide the prototypes for a very large number of poetic and prose forms which are still current. In the visual arts, the classical traditions retain considerable importance in the modern world (cf 1 4 1 c).

1 4 3 Self-awareness and Self-orientation in the Community

A study of the experiences of people in the classical period should enable the pupil to develop awareness of a greater range of values in a multicultural perspective. An examination of a very different society, for example Spartan society, will be illuminating in its own right; it will also encourage pupils to work out their own attitudes and values more completely and to appreciate the extent to which these may differ from those of other people at other times.

#### 1 4 4 Improved Language Skills

Work in Classical Studies should contribute to the development of the following skills: reading for information; reading with a view to making well-structured notes, and to integrating notes from various sources; expressing ideas, arguments and feelings lucidly in speech and in writing; and improving the quality of written work, for example by redrafting.

#### 1 4 5 Acquisition of Social Skills

Suitably devised work can be expected to assist pupils:

- to comprehend and demonstrate comprehension of human situations presented in a variety of ways
- to express opinions and feelings
- to work individually and with others; to recognise their own strengths and weaknesses; and to evaluate their own progress.

#### 1 4 6 Lasting Interest

Classical Studies should stimulate an interest in the study of the classical world for personal enrichment in later life in many diverse areas of culture and society, both ancient and modern.

## **Section 2**

### **The Course**

## **2 The Course**

### **2 1 Introduction**

2 1 1 The course will be unitary, with differentiation at the assessment stage, in the demands of questions or tasks set and responses required.

2 1 2 The course will consist of the following:

- aspects of classical civilisation
- classical literature in translation.

Prescriptions will be made by the Board. These prescriptions will be chosen because they are particularly accessible to candidates at Standard Grade, as well as being of intrinsic interest. They should provide valuable insights into the classical world and contribute to the educational and personal developments of pupils.

2 1 3 There will be three assessable elements in the course:

- Knowledge and Understanding
- Evaluating
- Investigating.

2 1 4 The course is designed to be covered in 160 hours. It is envisaged that the allocation of time will be 120 hours for the prescribed work and 40 hours for Investigating.

### **2 2 Syllabus**

2 2 1 Knowledge and Understanding and Evaluating

Two topics of classical civilisation and one work of classical literature (collectively termed “the prescribed work”) will be prescribed for external assessment. Each pupil will be required to study all the prescribed work.

The skills to be developed in the study of the prescribed work are:

#### *Knowledge and Understanding*

- i communicating factual knowledge of the prescribed work;
- ii showing understanding of the prescribed work.

#### *Evaluating*

- i evaluating aspects of classical civilisation and literature as revealed by a study of the prescribed work;
- ii making a statement of personal response in respect of the prescribed work.

Prescriptions for examinations will be determined by the Board, and will change at intervals. At least two years’ notice will be given of any change in prescription. (The prescriptions for the specimen question papers and examinations in 2009, 2010 and 2011 are given in Appendix I of this document.)

## 2 2 2 Investigating

- a) Each pupil will be required to keep the work done during the Investigating process and to produce a final expression of findings, based on the investigating of one area chosen by the pupil from the prescribed areas of classical civilisation. Within each prescribed area some examples for study are suggested, but these examples should not be regarded as exhaustive.

The skills of *Investigating* to be developed in the study of the prescribed area are:

- i locating and recording information;
- ii organising and structuring information;
- iii evaluating and communicating findings.

- b) The prescribed areas of classical civilisation are as follows.

Examples within areas are given for guidance only.

Area 1 Society – its organisation and institutions

eg daily life; the role and status of the individual male, female and child; education; clothing; public and private buildings (function, contents and appearance); trade and the economy; slavery; sport and entertainment (including theatre); public works (eg roads, aqueducts); health and medicine

Area 2 History

eg warfare; armies; navies; military equipment; Persian invasions of Greece; Roman Britain; coinage; individuals in history (eg Alexander the Great, Boudicca)

Area 3 Beliefs and Customs

eg religious beliefs; festivals; temples; importance of myths; rites and customs in society.

- c) Investigating process

Throughout the Investigating process, each pupil should retain the work done; this work will be part of the evidence required for the final assessment of the Investigating element. This evidence may take a variety of forms, eg written notes in a notebook or loose-leaf folder, diagrams and sketches, photographs, art work (two-dimensional or three-dimensional), recording on tape.

- d) Final expression of findings

This should be a product derived from the Investigating process. It may include:

- written work
- art work (two-dimensional or three-dimensional)
- a talk followed by questions (a record to be kept by the teacher)
- work in a variety of media.

In this part of the work, the pupil should communicate the main findings, with personal response and/or conclusion and/or comparison with modern society.



## **Section 3**

### **Assessment for Certification**

### **3 Assessment for Certification**

#### **3 1 Assessable Elements**

The three assessable elements will be: Knowledge and Understanding, Evaluating and Investigating.

#### **3 2 System of Assessment**

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, each element having equal weighting.

#### **3 3 Form of Assessment**

The elements of Knowledge and Understanding and Evaluating will be assessed externally, on the basis of performance in written papers. The element of Investigating will be assessed internally, with external moderation.

#### **3 4 Presentations**

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie, Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers in any element(s). Candidates are not obliged to attempt papers at two Levels but in most cases are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

The following table may be a helpful guide to papers which candidates are advised to attempt:

<i>Expected External Grade</i>	<i>Papers</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for the award of a grade higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve either Grade 7 or Grade 6 may attempt both the Foundation and General Level papers.

Irrespective of external papers attempted, the full range of grades is available for the internally assessed element (Investigating).

### 3 5 External Assessment

Each candidate will be expected to have studied all the prescribed work. At each Level, there will be one examination paper, assessing Knowledge and Understanding and Evaluating. The skills to be assessed will be as stated in 2 2 1. The prescriptions will be as intimated by the Board (see Appendix I). The time allocations for examination papers will be as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Time Allocation</i>
Foundation	6, 5	1 hour
General	4, 3	1¼ hours
Credit	2, 1	1¾ hours

Questions will be set on Knowledge and Understanding and on Evaluating of the prescribed work. Answers should generally be in continuous prose, except where a single word or phrase is clearly sufficient.

### 3 6 Marking

The following procedure will apply to marking by the Board.

Assessment of Knowledge and Understanding and Evaluating of the prescribed work will be positive. Questions and marking instructions will conform to the Grade Related Criteria. Marks will be allocated to questions, and cut-off scores will then be applied to totals of marks, to determine element grades.

The two grades associated with each Level will be distinguished by setting two cut-off scores for each Level. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

### 3 7 Estimates

Presenting centres must submit to the Board, by 31 March of the year of the examination, an estimate grade for each candidate for each of the two externally assessed elements (Knowledge and Understanding and Evaluating). The teacher should determine the estimate grades on the basis of each candidate's work. Estimates may be used by the Board for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required.

### 3 8 Internal Assessment of Investigating

#### 3 8 1 Procedure for Assessment

The element of Investigating will be assessed internally, with external moderation. Each candidate will be required to choose one of the prescribed areas of classical civilisation and, in investigating the chosen area, to keep the work done during the Investigating process and to produce a final expression of findings derived from the Investigating process (see 2 2 2); this final expression of findings may be in a variety of media.

Work done (in the form of eg written notes in a notebook or loose-leaf folder, diagrams and sketches, photographs, art work (two-dimensional or three-dimensional), recording on tape) should be retained by each candidate as evidence of the Investigating process.

Application of the three skills of Investigating (see 2 2 2), involving the candidate in asking a series of questions to further the enquiry, could lead to the following activities.

a) *Locating and recording information*

- i locating information by using eg museums, libraries, catalogues, indices and tables of contents, databases and other information sources
- ii recording information which should be:
  - relevant
  - concise
  - clear
  - well-structured
  - attributed to sources.

Teacher guidance may be required to direct candidates to appropriate source materials. For some archaeological topics, for example, photographs of remains and artefacts might be the main source material. For other topics, books and audio and video material might be available.

b) *Organising and structuring information*

- i organising information under appropriate headings
- ii structuring work in accordance with the candidate's particular line(s) of enquiry

Information gathered should be recorded under appropriate headings which introduce different aspects of a topic.

In the Investigating process, the candidate may decide to develop a particular line of enquiry. This may involve selecting and restructuring part of the existing material and gathering additional information. This activity will point the way to the candidate's final expression of findings.

c) *Evaluating and communicating findings*

- i evaluating important issues

This activity may take the form of making value judgements, personal responses, conclusions or comparisons with modern society.

3 8 1 (continued)

ii communicating findings

These findings may be in the form of:

- written work
- art work (two-dimensional or three-dimensional), with explanatory notes where necessary
- a talk followed by questions (a record to be kept by the teacher)
- work in a variety of media.

Factors to be considered should include:

- clarity of communication
- relevance of written/visual material
- the coherence and cohesion of the work.

The work done during the “Investigating process” and the “final expression of findings” should be labelled “Process” and “Findings” respectively. All work should be presented clearly (eg in the case of work on paper, with pages numbered in sequence and loose sheets stapled; in the case of tapes, with an explanatory note).

Centres will be required to assess each candidate’s performance with reference to the Grade Related Criteria (GRC) for Investigating and to use the 7-point award scale. The approach to assessment should be positive. There should be assessment of performance in each of the three skills-sub-elements (locating and recording information; organising and structuring information; evaluating and communicating findings).

The grade awarded for performance in each sub-element and the overall grade, together with any comments by the teacher, should be recorded on Form Ex5 (Flyleaf). The overall grade should be based on the aggregation of grades awarded for the three sub-elements. Holistic judgement should normally confirm this overall grade but may in certain cases be used to justify an overall grade which is not strictly based on aggregation. In such cases, an explanation of how the overall grade has been determined should be given in the space provided for the teacher’s comments. Any other comments on the performance of the candidate which are considered to be of assistance to the Board during the external moderation procedure should also be entered in the spaces provided. These comments might relate to the degree of assistance given to the candidate or support the teacher’s assessment of any work of an ephemeral nature.

3 8 2 Submission of Grades

Centres will be required to submit to the Board a grade for Investigating for each candidate by 31 March of the year of the examination.

It should be remembered that Investigating is part of an examination in **Classical Studies**. Poor spelling, writing, drawing, etc should have an adverse effect only if communication is impaired. Care should also be taken to guard against the danger of inflating scores under the influence of such extraneous factors as artistic ability (as distinct from communication of content) and access to word processors.

3 8 2 (continued)

Grades submitted by centres may be subject to moderation by the Board. Evidence, consisting work done by the candidate in the Investigating process and the candidate's final expression of findings, should be retained by the centre for moderation purposes.

3 8 3 Moderation

Where a centre's internal assessments are to be moderated, evidence for Investigating is required to be submitted in respect of a sample of candidates by 31 March of the year of the examination. The system with regard to the selection of candidates for inclusion in the sample will be similar to that established for central moderation in other subjects. Details of this system are issued by the Board to centres concerned in February of the year of the examination.

For each candidate included in the sample, the evidence submitted should comprise:

- work done by the candidate in the Investigating process;
- the candidate's final expression of findings.

In the case of three-dimensional works, photographs and not originals should be sent to the Board. In the case of work of an ephemeral nature, a clear record of the details should be submitted by the teacher.

Moderators appointed by the Board will scrutinise the evidence to ensure that assessments submitted by centres being moderated are in line with national standards.

**3 9 Grade 7 and No Overall Award**

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Board will regard submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

## **Section 4**

### **Grade Related Criteria**

## **4 Grade Related Criteria**

### **4.1 Definition**

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

### **4.2 Application of GRC**

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

### **4.3 Types of GRC**

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element and in identifying targets for course construction, and by examiners when conducting external assessment.

### **4.4 Knowledge and Understanding – Summary GRC**

Foundation Level (Grades 6, 5)

The candidate has demonstrated simple knowledge and understanding of aspects of ancient Greek and Roman civilisation.

General Level (Grades 4, 3)

The candidate has demonstrated some knowledge and moderate understanding of aspects of ancient Greek and Roman civilisation.

Credit Level (Grades 2, 1)

The candidate has demonstrated considerable knowledge and understanding of aspects of ancient Greek and Roman civilisation.

#### **4 5 Evaluating – Summary GRC**

Foundation Level (Grades 6, 5)

The candidate has demonstrated simple appreciation of aspects of ancient Greek and Roman civilisation, making, where appropriate, comparisons with modern society.

General Level (Grades 4, 3)

The candidate has demonstrated moderate appreciation of aspects of ancient Greek and Roman civilisation, making, where appropriate, comparisons with modern society.

Credit Level (Grades 2, 1)

The candidate has demonstrated considerable appreciation of aspects of ancient Greek and Roman civilisation, making, where appropriate, comparisons with modern society.

#### **4 6 Investigating – Summary GRC**

Foundation Level (Grades 6, 5)

The candidate has demonstrated ability to investigate an area of classical civilisation, using appropriate sources and communicating findings in a simple form, including, where appropriate, comparisons with modern society.

General Level (Grades 4, 3)

The candidate has demonstrated ability to investigate an area of classical civilisation in some depth, using appropriate sources and communicating findings in a structured form, including, where appropriate, comparisons with modern society.

Credit Level (Grades 2, 1)

The candidate has demonstrated ability to investigate an area of classical civilisation in considerable depth, using appropriate sources, interpreting evidence and communicating findings in a well-structured form, including, where appropriate, comparisons with modern society.

#### **4 7 Description of Grades**

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

4 7 (continued)

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

#### 4 8 Knowledge and Understanding – Extended GRC

These GRC apply to Knowledge and Understanding of the prescribed work.

Foundation Level  
(Grades 6, 5)

General Level  
(Grades 4, 3)

Credit Level  
(Grades 2, 1)

The candidate can:

The candidate can:

The candidate can:

*Communicating factual knowledge of the prescribed work*

give simple factual answers to questions on the prescribed work;

give factual answers in some detail to questions on the prescribed work;

give factual answers in considerable detail to questions on the prescribed work;

*Showing understanding of the prescribed work*

show understanding by selecting and structuring relevant information in simple form.

show understanding by selecting and structuring relevant information in some depth.

show understanding by selecting and structuring relevant information in considerable depth.

Descriptions of grades are given in 4 7.

## 49 Evaluating – Extended GRC

These GRC apply to Evaluating of the prescribed work.

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
The candidate can:	The candidate can:	The candidate can:
<i>Evaluating aspects of classical civilisation (eg human situations, achievements, institutions, values, morality, ancient life compared with modern life) and literature (eg plot, theme, characterisation, the author's skill) as revealed by a study of the prescribed work.</i>		
make simple statements evaluating aspects of classical civilisation and literature, including, where appropriate, comparisons with modern society, and can justify these statements simply;	make statements evaluating aspects of classical civilisation and literature, including, where appropriate, comparisons with modern society, and can justify statements made;	make reasoned comment evaluating aspects of classical civilisation and literature, including, where appropriate, comparisons with modern society, and can justify statements made;
<i>Making a statement of personal response in respect of the prescribed work</i>		
make statements of personal response, and can justify these statements simply.	make statements of personal response, and can justify these statements.	make detailed statements of personal response and can justify these statements.

Descriptions of grades are given in 47.

#### 4 10 Investigating – Extended GRC

These GRC apply to Investigating an area of classical civilisation chosen by the candidate.

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
The candidate can:	The candidate can:	The candidate can:
<i>Locating and recording information</i>		
locate and record some relevant information from appropriate sources;	locate and record a variety of relevant information from appropriate sources;	locate and record a wide range of relevant information (and opinions, where appropriate) from appropriate sources;
<i>Organising and structuring information</i>		
organise and structure the recorded information in an elementary way;	organise and structure the recorded information with some competence;	organise and structure the recorded information with considerable competence;
<i>Evaluating and communicating findings</i>		
communicate the main findings clearly and simply, with elementary personal response and/or conclusion and/or comparison with modern society.	communicate the main findings clearly and in a structured form, with reasoned personal response and/or conclusion and/or comparison with modern society.	communicate the main findings clearly and in a well-structured form, with closely reasoned personal response and/or well-argued conclusion and/or comparison with modern society.

Descriptions of grades are given in 4 7.

# Appendices

### Prescriptions for Specimen Question Papers and Examinations in 2012 and 2013

**A**     **Life in 5th century Athens:** an evidence-based approach to the lives of the inhabitants of Athens in the 5th century BC, with reference to education, daily life, citizenship slavery and artistic achievement.

The following should be studied:

- growing up in Athens (including family life, formal education, citizenship and role of men and women)
- social and economic importance of slavery in Athens (sources of slaves; their life and work)
- aspects of Athenian life as revealed by a study of the Parthenon and the Theatre of Dionysus.

**B**     **Pompeii – 79 AD:** an evidence-based approach to the lives of the inhabitants at the time of the eruption. Categories of evidence should exemplify the aspects of work, leisure, political activity and religious customs.

The following should be studied:

- the eruption of Vesuvius and its effects, as revealed by eye-witness accounts and the evidence of archaeological finds, including Fiorelli's plaster casts of the dead
- the Pompeian way of life (as revealed by a study of examples of public and private buildings and places).

Public Life:     the Forum; a temple; a theatre;  
                      the amphitheatre; public baths;  
                      streets; shops; a laundry; a thermopolium;

Private Life:    a private house – *domus* (design, decoration, furniture, equipment,  
                      garden).

**C**     **Homer, *Odyssey*, Books 9, 10 and 12** (no particular translation prescribed).

### Learning and Teaching Approaches

#### Introduction

A number of the pupils who will be studying Classical Studies on the Standard Grade may have had only limited previous exposure to the classical world. The teaching programme therefore must be flexible enough to include, if necessary, a general introduction to the subject.

#### Prescribed Work

In the teaching of the prescribed civilisation topics, a flexible approach is possible, with recourse to a variety of methods, including research carried out by pupils either individually or in groups. The examples of procedure given below may prove useful in suggesting learning and teaching approaches, with due regard to the Extended Grade Related Criteria for Knowledge and Understanding and Evaluating. Many types of evidence may be relevant, not only literary and artistic evidence, but also archaeological, numismatic and epigraphic evidence. Local museum visits could be invaluable.

In respect of the prescribed literary work, the teacher might provide explanatory sheets and other added information to supplement the text to be used, and give the pupils assignments which would reflect the Extended Grade Related Criteria for Knowledge and Understanding and Evaluating. No particular translation will be prescribed; different versions of the prescribed literary work will be suitable for different pupils; the choice of version will be at the teacher's discretion.

#### Investigating

##### Definition

Investigating presents an opportunity for independent and active learning. The process of Investigating should prompt questions about:

- significant aspects and achievements of the classical world
- attitudes and values of the Greeks and Romans, both as individuals and as members of groups
- similarities and differences between ancient and modern society.

Accordingly the element of Investigating should encourage pupils to enquire into particular questions. These should be chosen by the pupil, but help and guidance should be available from the teacher.

##### Examples of Procedure

The following two examples of a learning/teaching approach to Investigating are intended to illustrate the possible use of stimulus material selected from available resources, and the questions which this might prompt.

*Example A*

Topic for Investigating – “Roman Entertainment”

Stimulus material: eg filmstrip/audio tape

The pupil should be encouraged to study the above material and to ask questions. The process of enquiry could be as follows.

Enquiry: Why were blood-sports important in the Roman world?

Questions to further the Enquiry:

- Where did blood-sports come from?
- On what occasions were they performed?
- What different types of blood-sport were there?
- Did all Romans like blood-sports?
- Did anyone dislike them?
- Why did people like or dislike them?
- Do any modern sports exploit the performers or corrupt the spectators?

Enquiry: Was the life of a gladiator miserable?

Questions to further the Enquiry:

- Where did gladiators live?
- How were gladiators trained?
- For how long did gladiator serve?
- What different attitudes were there towards gladiators?
- How much did gladiators earn?
- What is the nearest modern “equivalent” to a gladiator? Is such a person well rewarded today?

*Example B*

Topic for Investigating – “The Roman Army”

Stimulus material: map of Roman Empire;  
illustrations of Roman army  
(eg Trajan’s column)

The pupil should be encouraged to investigate the military thinking of the Romans and thus the reasons for the success of their army.

- Enquiry:       Q     How were the Romans able to control such a large empire?  
                  A     By having a more efficient army than anyone else!
- Q     In what ways was the Roman army more efficient?

Part of the stimulus material might be the following quotation from Vegetius:

“Whoever is going to levy the troops must look at the face, the eyes, the whole shape of the man to see if he will make a good fighter. For a young man who would be thought suitable for warfare should have shining eyes, an erect carriage, a broad chest, muscular shoulders, strong arms, long fingers, a modest belly, sinewy calves and feet ...”

What equipment would this Roman soldier need?  
What training would he need to make him a good soldier?

Possible areas for Investigating

1 The armour and equipment of Roman soldiers:

What were the advantages/disadvantages of a rectangular shield over other shapes? (circular/square/oval etc.)

What equipment did the Romans have for capturing towns? Investigate the working of different siege engines.

2 Life in the Roman army:

- Pay
- Conditions
- Duties of a soldier (apart from fighting)
- Soldiers on leave
- Soldiers' family life
- Transport
- Living conditions.

3 Invasion of another country (eg Britain):

- Numbers of men taken
- Equipment they would need
- The design and construction of forts (Why rectangular? Why 4 gates?)
- Position of forts (on hills? in valleys?)
- Building of roads
- Pacification of conquered tribes.

4 Building of Hadrian's Wall:

Investigate the reasons for:

- fossa
- vallum
- palisade
- milecastles
- turrets
- position of forts.

Approaches such as Examples A and B above will enable the pupil to pursue the enquiry in a methodical and structured way.

The types of evidence which the pupil might investigate could include the following:

written resources (books, documents), drawings, photographs, paintings, sculptures, artefacts (eg coins), maps, diagrams, filmstrips, slides, audio and video material, information gathered from excursions or field-work (eg buildings, roads, Roman camps).