

CLASSICAL STUDIES
Advanced Higher

Fourth edition – published March 2003

**NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS
FOURTH EDITION PUBLISHED MARCH 2003**

COURSE TITLE: Classical Studies (Advanced Higher)

COURSE NUMBER: C013 13

National Course Specification:

Course Details: No changes

National Unit Specification:

All Units: Minor amendments.

National Course Specification

CLASSICAL STUDIES (ADVANCED HIGHER)

COURSE NUMBER C013 13

COURSE STRUCTURE

This course has two mandatory units

D081 13 *Social Aspects of the Classical World – Text- and Evidence- Based (AH)* **2 credits (80 hours)**

D082 13 *Social Aspects of the Classical World – Investigation (AH)* **1 credit (40 hours)**

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning, and preparation for external assessment. This time is an important element of the course, and advice on its use is included in the course details.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- the Higher course in Classical Studies or its component units
- the Higher course in another social subject, or its component units

Administrative Information

Publication date: March 2003

Source: Scottish Qualifications Authority

Version: 04

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National Course Specification: general information (cont)

COURSE Classical Studies (Advanced Higher)

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course	Problem Solving	Higher
Additional core skills components for the course	None	

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE Classical Studies (Advanced Higher)

RATIONALE

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. For the Advanced Higher, the aspects of the classical world to be emphasised will be principally those appropriate to the study of society, including politics, history, religion, morality, and philosophy. These will invite comparisons between Greek and Roman society, and with the modern world.

The overall aim of the Advanced Higher course is to enhance awareness of the classical world, together with awareness of modern societies, both European and non-European. The differences between ancient and modern society are no less instructive than the similarities. The overall aim will be achieved by a study of prescribed aspects and sources, together with an individual in-depth study of a particular aspect of the classical world.

A study of the experience of people in the classical period should enable the candidate to develop awareness of a greater range of values in a multicultural perspective. The examination and comparison of two very different societies, with each other and with the modern world, should encourage candidates 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.

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; improving the quality of written work; handling complex information and presenting arguments, comparisons and conclusions with clarity and maturity.

Classical Studies also provides a point of departure for other work, for example: comparative literary studies, classical languages, archaeology, medieval studies, modern languages and European studies. Classical Studies at Advanced Higher should stimulate or further an interest in the classical world, and lead to future study and personal enrichment in many diverse areas of culture and society, both ancient and modern, in later life.

COURSE CONTENT

Both units need to be studied. The following prescription is for the first year of the examination and until further notice. The authors and works are to be studied in English; no particular translations are prescribed.

Social Aspects of the Classical World (Text- and Evidence-Based) - 80 hours

Candidates will study **one** of a) to d) overleaf.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

a) *History and Historiography*

Candidates should study the aims and methods of writers of history in the classical world. The best means of approaching this study is by consideration of the following aspects:

- attitudes to evidence
- selection and arrangement of material
- the relationship of myth and legend to history
- uses of history, for example, as a moral example, or as a political argument
- historical bias
- historical causation
- use of set speeches

Candidates should study the following:

- Herodotus, Books 1 and 7
- Thucydides, Books 1 and 2
- Polybius, Books 1 and 3
- Livy, *Praefatio* and Books 1 and 21
- Tacitus, *Annals*, Books 1, 2 and 14

b) *Individual and Community*

Candidates should study ideas expressed in the classical world concerning the following:

- the organisation of the community and the place of the individual within it
- the relationship of the weak and the powerful
- the moral obligations of the individual in society
- the necessity for social organisation

Candidates should study the following:

- Plato, *The Republic*, Books 1-5
- Aristotle, *Politics*
- Cicero, *De Officiis (On Duties)*

c) *Orator and Audience*

Candidates should study the techniques by which orators in the classical world sought to influence their audience. Particular attention should be paid to:

- nature of the audience
- purpose of the speech
- forms of arguing
- ancient views on oratory and its respectability
- variety of emphasis
- effective use of oratory

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

Candidates should study the following:

- Andocides, *On the Mysteries*
- Demosthenes, *Philippics* 1, 2 and 3
- Cicero, *Catiline* 1
- Cicero, *In Defence of Caelius*
- Plato, *Gorgias*
- Cicero, *De Oratore* 1
- Tacitus, *Dialogus (Dialogue on Oratory)*

d) *Comedy, Satire and Society*

Candidates should study the nature and limitations of the commentary on society provided by Athenian Old Comedy and Roman Satire. Particular attention should be paid to the following:

- persona of the writer
- literary conventions of comedy and satire
- politics and war
- social and political ambition
- corruption of political and social relationships
- plain living versus luxury
- relationships between the sexes
- changing values within the family
- quest for peace of mind

Candidates should study the following:

- Aristophanes, *Knights, Clouds, Peace, Birds, Assembly Women*
- Horace, *Satires*, Books 1 and 2
- Juvenal, *Satires* 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 14

Social Aspects of the Classical World (Investigation) - 40 hours

The skills of investigation will be assessed through this unit, and by a dissertation of about 4,000 words which will be submitted for external assessment. Excessive length is likely to be self-penalising. Candidates may be required to present themselves for an oral examination on the subject of their dissertation.

The Investigation should be based on a topic which is principally a social or political topic relating to the classical world. Topics based on, for example, art or architecture may be considered acceptable, provided that there is a social or political emphasis. The treatment of the topic should be more than merely descriptive, and comparative material should be included.

Skills

The main skills to be developed from the study of this course are:

Knowledge and understanding

- 1 Communicating knowledge of the work studied.
- 2 Showing understanding of the work studied.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

Evaluating

- 1 Evaluating aspects of ancient Greek and Roman civilisation, with comparisons between the two ancient societies, and with modern society.
- 2 Making reasoned statements of personal response in respect of the work studied.

Practical analysis

- 1 Comprehending, interpreting and comparing sources.
- 2 Identifying issues in sources.
- 3 Assessing the value and reliability of sources.
- 4 Commenting on viewpoint and bias in sources, making judgements and stating conclusions.

Investigating

Planning, researching and reviewing an investigation of a social or political topic relating to the classical world.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course, as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment will consist of an examination paper and a dissertation.

In the examination paper (3 hours, 200 marks), candidates will be required to comment with knowledge and insight on a selection of passages relating to one of the contexts from the Social Aspects of the Classical World - Text- and Evidence-Based unit (100 marks) and to answer two essay questions, each worth 50 marks, on the selected context.

The skills of Investigation will be assessed by a dissertation of about 4,000 words which will be externally assessed (100 marks). Excessive length is likely to be self-penalising. Quotations, acknowledgements, source references, captions and bibliography should not be included in the total number of words. Work undertaken in connection with the dissertation may be further tested by oral examination.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The dissertation should be based on a topic which is principally a social/environmental topic relating to the classical world. Topics based on eg art, architecture, the world of the epic may be considered acceptable, provided that there is a social/environmental emphasis. The treatment of the topic should be more than merely descriptive; and comparative material must be included.

A list of topics is given below. These may offer a basis for consideration of possible topics. It is also open to a candidate to choose a topic not included in this list. All topics are subject to the approval of the teacher/lecturer, who should ensure that the requirements indicated in the paragraph above are met.

HISTORY

What contribution did the Greek Tyrants make to the development of political systems in ancient Greece?

A study of the development of the Delian league into an Athenian Empire, and the treatment of its subjects.

The growth of the Athenian Empire and reasons for its decline.

In what ways were the Athenians themselves responsible for the failure of their Empire?

A study of the development of democracy in Athens.

What was the impact of the Persian Wars on Greek society in the 5th century BC?

Why did Athens lose the Peloponnesian War?

An analysis of the achievements of Pericles.

Alcibiades – a study of his motives.

Was the Sicilian Expedition doomed to failure from the outset?

What contribution did the production of pottery and vase-painting make to the Athenian economy in the 5th century BC?

A study of the Spartan Constitution, with an analysis of its successes and failures.

Was Alexander the Great overambitious?

An analysis of the causes of the fall of the Republic.

Rome's economic crisis – its causes, the attempted solutions and the reasons for their failure.

Marius and Sulla OR Caesar and Pompey contrasted as soldiers and as politicians.

An estimate of the success of Cicero's political aims.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

An assessment of the importance of Publius Clodius in the political and social life of his time.

Julius Caesar – man of principle or opportunist?

Crassus – the unfortunate triumvir.

A study of the motives of the conspirators on the Ides of March.

A defence of Antony's conduct as triumvir.

“Had Cleopatra's nose been shorter, the whole history of the world would have been different.” An assessment of her real importance.

Augustus – magistrate or monarch?

A study of the purpose of the social and moral reforms of Augustus, and an estimate of their success.

A study of the extent to which the historical tradition provides a fair portrait of Tiberius OR Gaius OR Claudius or Nero.

A study of the influence of the women of the Imperial family on the course of events in the early Empire. (This may be limited to the study of one particular woman, eg Livia OR Julia OR Agrippina.)

A study of the course of the opposition to the early Emperors from Tiberius to Domitian, and an assessment of its motives.

A study of treason trials in the early Empire, and their purpose.

A study of the extent to which the restoration of the Republic was ever a real possibility.

A study of the emergence of the Praetorian Guard and its commanders as a political force.

SOCIAL CONDITIONS

A study of the status of women in Athenian society in the 5th century BC. (This could include comparison with another culture.)

An analysis of the treatment of slaves in 5th century Athens.

A comparison between the treatment of slaves in Athens with their treatment in another society (eg Sparta or Rome or America).

A study of changes in Athenian family life in late 5th century BC.

A study of social class in Athens in the 5th century BC.

A study of the development of education in Athens and the impact of the Sophists in the 5th century BC.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The status of women – their position in Roman law OR changes in status from Republic to Empire OR a comparison with the status of women in other societies, ancient or modern.

Slaves – a study of the effects of slave-owning on the Roman character OR on the Roman economy OR on the development of technology OR a comparison with the status of slaves in other societies, ancient or modern.

A study of changes in family life in the early Republic and in the early Empire.

A study of the mobility between social classes in the late Republic and in the early Empire.

A study of violence in Roman society in the late Republic and in the early Empire.

The citizen and the law – a study of his position in family and state.

A study of the effect of Roman education on the Roman character OR a study of the extent to which Roman education met the needs of its time.

Social welfare in ancient Rome.

A study of professional status and attitudes to work in Roman society.

LITERATURE AND LANGUAGE

A study of the character of Odysseus or Achilles, with an assessment of Homer's skill in characterisation.

A study of the hero in Homer's epic poetry.

A study of the plays of Aeschylus, Sophocles or Euripides, with an analysis of their specific contribution to the development of Greek tragedy.

What contribution did Aeschylus OR Sophocles OR Euripides make to the development of Greek tragedy?

A comparative study of the plays by Aeschylus, Sophocles and Euripides about Electra.

What themes were attractive for Aeschylus OR Sophocles or Euripides (with reference to at least three plays by Aeschylus OR Sophocles OR Euripides)?

Was Aristophanes writing merely to amuse, or was there a serious purpose in his work (with reference to at least three plays)?

An assessment of the contribution of Herodotus or Thucydides to the development of historiography.

Plutarch – how good a biographer was he?

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The influence of Plautus and/or Terence on later writers of comedy (English, French, etc) OR a study of their debt to their predecessors OR a critical study of the treatment of a character in comedy, eg the slave, the old man.

A critical assessment of the scientific theories of Lucretius OR of his contribution to the development of Latin poetry.

A study of Cicero's rhetorical technique OR a study of the ideal orator of Cicero and Quintilian.

Love elegy – mere literary form or genuine expression of feeling? OR contrast two of the writers of this form, eg Catullus and Tibullus, Tibullus and Propertius.

The part played by the gods in Virgil's *Aeneid* OR a study of Virgil's use of epic conventions OR Aeneas or Turnus – which was the real hero of the *Aeneid*?

Augustan literature as a vehicle of Imperial propaganda (with reference to specific works).

Horace's philosophy of life and its relevance in the Augustan world and in modern society.

Juvenal's picture of Roman society – real or exaggerated?

The characteristics of Silver Latin and the reasons for its development.

The treatment of the Underworld in Roman literature with especial reference to Virgil, *Aeneid* VI OR a comparison of Virgil's treatment of this theme with Dante's.

THOUGHT AND BELIEF

The importance of the mystery cults of Demeter OR Dionysus.

The influence of the Delphic Oracle on human behaviour.

What evidence is there for the theory that Pericles' building programme was intended as political propaganda rather than for religious purposes?

What are the advantages and disadvantages of the society described in Plato's Republic?

What themes interest you in the work of Plato or Aristotle?

Did Socrates deserve the death sentence?

A study of the development of science OR medicine in Greece in the 5th century BC.

The impact of the Sophists on Greek society.

A study of the contribution of ancient Greece to mathematics.

How important was Plato to the development of ancient philosophy OR to the development of European philosophy?

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The influence of foreign cults on the official religion of Rome OR on the ordinary Roman OR on the Roman soldier.

A study of attitudes to religion in Roman society and a comparison with present-day attitudes to religion.

A study of Roman beliefs in life after death.

Superstition, divination and prophecy in ancient Rome.

The influence of mythology on religion OR on art.

A study of the influence of any Greek philosophical system such as Stoicism or Epicureanism on Roman thought.

A comparison of Stoicism and Epicureanism OR of Stoicism and Christianity.

A study of the Roman attitude to suicide.

ART

What can we learn about Athenian society from a study of Athenian vase-painting in the 5th and 4th centuries BC?

What contribution did Greek architecture make to the development of European architecture?

THE ORGANISATION OF THE ROMAN EMPIRE

(In this section candidates will be expected to use and evaluate archaeological evidence, where appropriate.)

A comparative study of two Roman towns OR two Roman provinces, eg York and St Albans, Gaul and Britain.

Agricola's campaigns in Scotland and the archaeological evidence for them.

Differences in the structure, use and purpose of Hadrian's Wall and the Antonine Wall.

A study of the extent to which frontier policy in Britain was typical.

A study of Roman policy on the eastern frontier from Crassus to Nero.

A study of some special aspect of the Roman army, eg medical services, artillery.

A study of a particular legion, eg the Ninth OR the legions in a particular province.

The influence of building for military purposes on other building.

A study of Roman and nineteenth-century British attitudes to Empire.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The dissertation should reach SQA by 30 April of the year of the examination.

A candidate for Advanced Higher in more than one of the three classics subjects (Latin, Classical Greek, Classical Studies) must submit a dissertation based on different material for each subject.

Candidates will be expected to show intelligent use of source materials (eg Greek or Latin texts in translation, sculpture, archaeological finds, text books on the subject, articles in journals). All quotations, from whatever source, must be acknowledged and a bibliography must be appended to each dissertation.

The dissertation should be written neatly and legibly or typed. Both margins should be left clear, only one side of the paper should be used and the pages should be numbered. The pages should be firmly stapled together and the whole should then be placed in a folder.

All quotations and sources should be acknowledged in footnotes as in the following examples:

Thuc. 2.37

Cic. Cat. 1.7

Usher, S., The Historians of Greece and Rome, pp.197-8

Frequent references to the same modern work may be shortened (after the first appearance) to the author's surname and page number only.

All books consulted should be listed in a bibliography at the end. There should be two lists:

Greek and Latin authors and sources of ancient material;
all other books and material.

Each list should be arranged alphabetically according to the author's name. Names of modern translators should be given after the title of Greek and Latin authors, and date of publication should be given in all cases, as in the following examples:

Tacitus, The Annals of Imperial Rome (tr. M. Grant), 1989

Mellor, R., Tacitus, 1993

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

GRADE DESCRIPTIONS

Success in the course at grades C, B and A will be determined by the sum of performances in the question paper and the dissertation. The characteristics of candidates' performance at grade C and at grade A are described below. Some candidates will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than in another. The response to each question will, therefore, be considered as a whole. The grade descriptions below should be considered in relation to specific questions asked:

Grade C	Grade A
Knowledge and understanding of a classical context are applied to address complex issues relating to that context.	The evidence is well-organised and shows a coherent explanation of how events are related to each other and to relevant themes.
There is a valid analysis of developments, supported by evidence and assessed in relation to society as a whole.	Analysis of developments is clear, coherent, fully developed and contextualised in a valid way.
A well-reasoned, structured argument is presented, relating to a classical context and leading to a conclusion supported by analysis of evidence and an awareness of differing interpretations.	The issue is perceptively defined and the argument sustained and well structured; the conclusion is closely related to the argument; great awareness is shown of differing interpretations.
Sources have been accurately interpreted and analysed using valid comparisons; issues relating to the reliability of sources, especially historical bias, have been taken into account.	A high degree of accuracy, detail, relevance and thoroughness is shown in the evaluation of sources.
Planning and research are appropriate to the topic of the investigation; valid comparisons have been drawn and conclusions reached, supported by evidence; findings have been presented in a reasoned and structured manner and results are well supported and relevant.	Investigation is well planned and well researched; comparisons and conclusions have been supported by accurate and thorough evaluation of evidence; detailed findings and results have been presented in a clear, coherent and well organised manner.

Relationship of the course to the component units

The course consists of two component units, plus an additional 40 hours of study. An external examination and a dissertation test the candidates' knowledge and understanding of the content covered in both units, as well as their ability to demonstrate and to integrate skills acquired throughout the course.

The criteria for a grade C in this course closely reflect the level of competence required for success in its component units. However, the external assessment of the course makes specific additional demands on the candidates.

National Course Specification: course details (cont)

COURSE Classical Studies (Advanced Higher)

The external assessment grade descriptions require that candidates demonstrate the ability to integrate the competences demonstrated in the component units of the course. The knowledge and understanding, skills and ability to use concepts which have been acquired over the units, must be retained and demonstrated in the answering of unseen questions, and integrated in the more complex and demanding medium of the dissertation.

Full details of the suggested approaches are given in the individual unit support notes.

APPROACHES TO LEARNING AND TEACHING

Full details of the suggested approaches are given in the individual unit support notes.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Social Aspects of the Classical World – Text- and Evidence-Based (Advanced Higher)
NUMBER	D081 13
COURSE	Classical Studies (Advanced Higher)

SUMMARY

This unit seeks to develop the ability to provide in-depth knowledge and broad understanding of social aspects of the classical world. It will develop skills of investigating, analysing and evaluating, and abilities in working independently and in contributing to and reporting of debates.

A successful candidate will demonstrate knowledge and understanding of social aspects of the classical world, and will be able to analyse and make judgements about events and sources in context. The candidate will be able to respond to the issues raised, using structured and reasoned argument, and reach relevant and well-supported conclusions.

OUTCOMES

- 1 Demonstrate knowledge and understanding in the chosen context.
- 2 Make informed judgements on the reliability of sources relating to the chosen context.
- 3 Evaluate aspects of, and draw conclusions about, Greek and Roman civilisations, with comparisons between the two classical societies and with modern societies.

Administrative Information

Superclass:	ED
Publication date:	June 2002
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: general information (cont)

UNIT Social Aspects of the Classical World –
Text- and Evidence-Based (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- the Higher course in Classical Studies, or its component units
- the Higher course in another social subject, or its component units

CREDIT VALUE

2 credits at Advanced Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT **Social Aspects of the Classical World – Text- and Evidence-Based (Advanced Higher)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding in the chosen context.

Performance criteria

- (a) Descriptions of aspects of the selected context are relevant and accurate.
- (b) Explanations of aspects of the selected context are clear and based on evidence.

OUTCOME 2

Make informed judgements on the reliability of sources relating to the chosen context.

Performance criteria

- (a) The analysis of the information is thorough and comprehensive.
- (b) The evaluation of the reliability of sources is supported by evidence.

OUTCOME 3

Evaluate aspects of, and draw conclusions about, Greek and Roman civilisations, with comparisons between the two classical societies and with modern societies.

Performance criteria

- (a) Differences and similarities of two societies' attitudes in a chosen context are thoroughly examined and explained.
- (b) The response is argued in a structured and reasoned manner, with a well-supported and relevant conclusion.

Evidence requirements

Evidence of attainment of the above outcomes can be provided through the medium of short and extended responses. Evidence should relate to one of the following contexts: History and Historiography; Individual and Community; Orator and Audience; and Comedy, Satire and Society. For each outcome, evidence must demonstrate or imply satisfaction of the performance criteria. For outcome 2, PC b), evidence should include reference to: viewpoints expressed in the sources, bias detected, comparisons between sources, other historical evidence, or other appropriate reference. The task, which will constitute one assessment event, must be completed under supervision, and without collaboration, the assistance of notes, or staff advice.

National Unit Specification: support notes

UNIT Social Aspects of the Classical World – Text- and Evidence-Based (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is detailed under Course Content in the Course Details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Study of this unit should focus firstly on the background against which the authors of the chosen context wrote, and move from there to the context of the prescribed books. This context should be analysed with reference to the key aspects associated with the chosen context. Considerable emphasis should be placed on the reliability of source material and on identifying those factors which affect that reliability. The contexts, with their mixture of Greek and Roman authors, lend themselves naturally to comparative investigation. This aspect of the study should be developed further by an examination of the attitudes as they relate to the chosen context of classical and modern society.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Social Aspects of the Classical World – Investigation (Advanced Higher)
NUMBER	D082 13
COURSE	Classical Studies (Advanced Higher)

SUMMARY

This unit seeks to develop the candidate's ability to investigate in depth a social or political topic relating to the classical world. The candidate, building upon a base of knowledge and understanding, will develop the skills of interpreting evidence and evaluating. Through such activities, the candidate will also develop the ability to communicate arguments in a reasoned and structured manner and to provide a well-supported and relevant personal response.

OUTCOMES

- 1 Plan and research a Classical Studies investigation.
- 2 Evaluate evidence, draw comparisons and reach conclusions.
- 3 Communicate findings and present results.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- the Higher course in Classical Studies or its component units
- the Higher course in another social subject, or its component units

Administrative Information

Superclass:	ED
Publication date:	March 2003
Source:	Scottish Qualifications Authority
Version:	04

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National Unit Specification: general information (cont)

UNIT Social Aspects of the Classical World –
Investigation (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit Problem Solving Higher

Core skills components for the unit None

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT **Social Aspects of the Classical World – Investigation (Advanced Higher)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Plan and research a Classical Studies investigation.

Performance criteria

- (a) The plan identifies appropriate aims and methods.
- (b) Evidence related to the chosen topic is identified and gathered from relevant sources.

OUTCOME 2

Evaluate evidence, draw comparisons and reach conclusions.

Performance criteria

- (a) A wide range of comparisons is made, with detailed cross-references and with identification of conflicting views.
- (b) Reasoned and detailed conclusions are drawn, which may comment on differences between Roman and Greek values and those of today.
- (c) A detailed analysis is given, showing the influence of classical ideas on later periods.

OUTCOME 3

Communicate findings and present results.

Performance criteria

- (a) Most of the features of the chosen topic are communicated with detailed elaboration and extension, showing understanding of the topic as a whole.
- (b) The material is presented in a unified, logical and clear manner, which shows a good understanding of the significance of the topic.
- (c) An evaluation of the approaches used, supported by reference to the evidence and sources, is contained in the results.

Evidence requirements

Candidates are required to submit a plan and the list of sources used for their investigation; to select and use appropriate techniques to analyse evidence and draw conclusions, including evaluative comment on the approaches used; and to present their findings using a minimum of 3,000 and not more than 4,000 words. The findings should provide evidence of achievement in all the learning outcomes and performance criteria of the unit. For outcome 3, PC(c), the evaluation should include clear reference to the criteria used and the conclusions/recommendations reached.

National Unit Specification: support notes

UNIT **Social Aspects of the Classical World – Investigation (Advanced Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The Investigation should be based on a topic which is principally a social or political topic relating to the classical world. Topics based on, for example, art or architecture may be considered acceptable, provided that there is a social or political emphasis. The treatment of the topic should be more than merely descriptive, and comparative material should be included.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates may require considerable teacher/lecturer guidance when choosing the topic for investigation. While encouraging independent learning and allowing candidates to take responsibility for their own work, the teacher/lecturer should monitor the work of each candidate closely. It will be important to ensure that candidates are aware of the need to plan the investigation, to identify appropriate sources and the evidence they contain, to analyse the evidence carefully and draw reasoned and detailed conclusions, to reflect on and evaluate the approaches used, and to keep accurate notes of all the steps they have taken and the sources used.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit requires candidates to complete an investigation. The investigation will lead to the production of a dissertation, which is not itself assessed in the unit assessment but forms part of the external course assessment. The unit assessment focuses on the processes involved in planning, undertaking and reviewing the work of the investigation which leads to the dissertation. Evidence for this unit may take the form of a teacher checklist supported by the candidate's account of the findings, which may take the form of a draft dissertation.

The work presented for unit assessment should be at least 3,000 and not more than 4,000 words. Candidates who are taking the unit by itself may well produce work tending towards the lower limit; while those proceeding to the course may have more at this stage than finally needed. As work-notes are only needed for checking of evidence of sources, their content is not checked for word length. If the work presented for the unit contains footnotes, captions, bibliography, acknowledgements, these will not be counted; nor will verbatim quotation of primary sources.

There is no set format, provided that the finished product is comprehensible. This freedom not only caters for candidates with special needs but also reflects the possible width of topics studied: some topics could well be exemplified with an audio- or indeed video-tape presentation.

National Unit Specification: support notes

UNIT **Social Aspects of the Classical World – Investigation (Advanced Higher)**

The unit investigation must contain evidence of planning (aims, methods and any modifications to the plan made during the course of the work). The unit investigation must also contain conclusions and an evaluation of the approaches used (supported by reference to the evidence and sources). For the candidate who is taking the unit by itself, these will be final conclusions and must be capable of being read as such. For the candidate who is proceeding to the course award, the conclusions may well at this stage foreshadow the final findings but they need not, provided that they indicate likely directions and possibilities. Candidates tend to form judgements too quickly in any case.

There will be evidence of sources used, although at this stage they may be seen in work-notes: those proceeding to the course assessment will have to arrange them in footnotes and bibliography as for the final dissertation. The source evidence must show signs of use of primary sources in themselves and be so noted: they should not be approached by means of secondary sources only. Of course these need not always be literary; they may be artistic, archaeological, epigraphic or numismatic. In a historiographical investigation the primary sources may be historians who would normally be judged secondary sources. By the normal convention of ancient history, primary sources are any produced up until approximately AD 600.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).