

CLASSICAL STUDIES
Higher

Sixth edition - published March 2003

**NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED MARCH 2003**

COURSE TITLE: Classical Studies (Higher)

COURSE NUMBER: C013 12

National Course Specification:

Course Details: No changes

National Unit Specification:

D080 12 *Social Aspects of the
Classical World –
Evidence-based* Reduction in evidence requirements.

National Course Specification

CLASSICAL STUDIES (HIGHER)

COURSE NUMBER C013 12

COURSE STRUCTURE

This course comprises two mandatory units:

<i>D079 12</i>	<i>Social Aspects of the Classical World - Evidence-Based</i>	<i>2 credits (80 hours)</i>
<i>D080 12</i>	<i>Social Aspects of the Classical World - Text-Based – Classical Drama</i>	<i>1 credit (40 hours)</i>

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:

- Standard Grade in Classical Studies or another social subject at Grade 1 or 2, or possibly 3
- Intermediate 2 Classical Studies or its component units
- a course or component units at Intermediate 2 or Higher level in another social subject

Administrative Information

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National Course Specification: course details

COURSE Classical Studies (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. The field of Classical Studies is a rich one, which offers a wide variety of learning experiences, particularly in a social context, but also in other fields, such as drama and mythology. The subject invites comparisons between Greek and Roman society and with the modern world.

The overall aim of the Higher Grade course is to enhance awareness of the classical world, together with awareness of modern society. The differences between ancient and modern society are no less instructive than the similarities. The overall aim will be achieved by a study of any two of the following aspects in detail.

Political structures and systems

The study of Greek and Roman society reveals not merely the origins but also very instructive models of important issues, for example: democracy and other systems of government; imperialism; and social structures.

Religious values, practices and beliefs

The classical civilisations gave lucid and coherent expression to many of the timeless concerns of the human condition, for example: theology and the belief in supernatural powers; morality and personal responsibility; and philosophical attitudes.

Social and moral issues

The texts to be studied encapsulate certain perennial social and moral issues. These issues are as relevant in the modern world as they were in Greek and Roman society.

Classical Studies offers experience in a wide variety of learning skills (especially handling evidence, skills of criticism and evaluation). The examination of two very different societies, and comparison with each other and with the modern world, encourages 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.

Classical Studies contributes to an understanding of the political, historical, social, religious and moral aspects of modern Europe by providing insights into the roots of Western civilisation and by encouraging a detailed view of the values of very different societies.

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. Higher Classical Studies 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.

National Course Specification: course details (cont)

COURSE Classical Studies (Higher)

COURSE CONTENT

Both units need to be studied. The following prescription is for the first year of the examination and until further notice.

Social Aspects of the Classical World - Evidence-Based - 80 hours

Candidates will study **either** Power and Freedom **or** Religion and Belief.

Power and Freedom

An evidence-based study of the concepts of power and freedom in Athens in the fifth century BC and in Rome in the first century BC and the first century AD.

The two main aspects to be studied are:

- the political and social structures of democratic Athens and republican and imperial Rome
- the concepts of imperialism in the Athenian alliance and the Roman empire.

The best means of approaching this study is by consideration of the following aspects:

- citizenship
- the role of women
- slavery
- the ruling élites
- growth of empire
- taxation and tribute
- administration and revolt
- buildings and sculpture as political propaganda.

Religion and Belief

An evidence-based study of religious beliefs and practices in Athens in the fifth century BC and Rome in the first century BC and the first century AD.

The two main aspects to be studied are:

- public and private religious ideas and practices
- the interaction of religion, personal morality and identity.

The best means of approaching this study is by consideration of the following aspects:

- state religion
- domestic religion
- mystery religions
- the afterlife.

National Course Specification: course details (cont)

COURSE Classical Studies (Higher)

Social Aspects of the Classical World - Text-Based - Classical Drama - 40 hours

Classical Drama

This unit is a text-based study consisting of three plays:

- 1 Euripides: *Medea*
- 2 Aristophanes: *Lysistrata*
- 3 Sophocles: *Antigone*.

The plays are to be studied in English; no particular translations are prescribed.

These plays should be studied for the insights which they offer into the following social issues:

- the individual and authority
- gender conflict and the role of women
- the generation gap
- nationalism and anti-nationalism
- tradition and change
- social exclusion.

The above prescription is for the first year of the examination and until further notice.

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.

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.

National Course Specification: course details (cont)

COURSE Classical Studies (Higher)

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 (3 hours, 100 marks).

Candidates will be required to comment with knowledge and insight on a selection of passages relating to **either** Power and Freedom **or** Religion and Belief (40 marks) and to answer three essay questions, each worth 20 marks, on Classical Drama and **either** Power and Freedom **or** Religion and Belief. One of the essays should be drawn from the text-based study and two from the evidence-based study; some choice will be offered. For the text-based study, candidates will be required to answer on at least two of three plays specified.

GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set.

Some candidates will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than another. The response to each question will, therefore, be considered as a whole. The grade descriptions should be considered in relation to specific questions asked.

The grade of award will be based on the total score obtained in the examination.

Grade C

For candidates to achieve Grade C for Higher Classical Studies it is necessary that:

- accurate and relevant knowledge has been selected and applied to address a classical issue and show understanding of relevant themes
- developments relating to the issue are illustrated with a valid explanation and supported by evidence
- the issue has been placed in context; the response is presented in a structured manner; the conclusion is relevant to the question and is supported by evidence
- comparison between the two ancient societies and with modern society are made where appropriate
- sources have been analysed, evaluated and used appropriately, with account taken of possible differing interpretations.

National Course Specification: course details (cont)

COURSE Classical Studies (Higher)

Grade A

For candidates to achieve a Grade A, it is necessary that:

- the evidence is well organised, effectively applied to the question, and shows a coherent understanding of the classical issue
- there is clear, coherent, well-developed analysis of the issue, supported effectively by evidence
- the argument is well structured, consistently relevant, presents a broad picture of the questions and leads to a balanced conclusion about the issue
- comparisons between the two ancient societies and with modern society are made and developed where appropriate
- a high degree of accuracy, detail, relevance and thoroughness is shown in the evaluation of sources.

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 tests the candidates' knowledge and understanding of the content covered in the two units and 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.

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.

APPROACHES TO LEARNING AND TEACHING

Full details of 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 –
Evidence-Based (Higher)

NUMBER D079 12

COURSE Classical Studies (Higher)

SUMMARY

This unit seeks to develop the ability to provide in-depth knowledge and broad understanding of aspects of the classical world through study of relevant evidence. It will develop skills of evaluating and investigating. Through such activities, it will also develop the ability to think independently and to construct and communicate arguments. 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 also be able to respond to issues raised, using structured and reasoned argument, and to reach relevant and well-supported conclusions.

OUTCOMES

- 1 Demonstrate knowledge and understanding of defined aspects of the classical world
- 2 Draw comparisons between the classical civilisations, and with modern British society
- 3 Make informed judgements on the reliability of sources.

RECOMMENDED ENTRY

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

- Grade 1 or 2, or possibly 3, at Standard Grade in Classical Studies or another social subject
- Intermediate 2 Classical Studies or its component units
- a course or component units at Intermediate 2 or Higher level in another social subject

CREDIT VALUE

2 credits at Higher.

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National Unit Specification: general information (cont)

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

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking Higher

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 – Evidence-Based (Higher)

OUTCOME 1

Demonstrate knowledge and understanding of defined aspects of the classical world.

Performance criteria

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

OUTCOME 2

Draw comparisons between the classical civilisations, and with modern British society.

Performance criteria

- a) For a selected social aspect, the similarities and differences between Greek and Roman society are thoroughly analysed and comparisons are supported by evidence.
- b) For a selected social aspect, the similarities and differences between a classical civilisation and modern British society are thoroughly analysed and evaluated.
- c) The comparison of political and social structures of the classical world and modern British society is clear and coherent.

OUTCOME 3

Make informed judgements on the reliability of sources.

Performance criteria

- a) The response is well argued and has a relevant conclusion.
- b) The approach used is justified by reference to the sources.

Evidence requirements

Evidence of attainment of the above outcomes can be provided through the medium of short and extended responses. For each outcome, evidence must demonstrate or imply satisfaction of the performance criteria. For Outcome 3, PC (b), candidates should justify the approach used by appropriate 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 – Evidence-Based (Higher)

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

While the exact time allocated to the unit is at the discretion of the centre, the notional design length is 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Regardless of which context (Power and Freedom or Religion and Belief) is selected, the study must encompass three distinct systems - those of democratic Athens, of late republican Rome and of early imperial Rome. It is important that the selected context should be studied through consideration of the suggested aspects and not as a historical narrative.

Evidence should be evaluated carefully, and considerable emphasis placed on its reliability and on identifying those factors which affect that reliability.

The evidence available should also be used to examine, with reference to the suggested aspects, areas of similarity and difference between each of the three classical societies 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 –
Text-Based - Classical Drama (Higher)

NUMBER D080 12

COURSE Classical Studies (Higher)

SUMMARY

This unit seeks to develop the ability to describe and explain plot, character and theme in Classical drama, and to develop an understanding of social issues. The use of literary material as a source in examining social conditions allows candidates not only to access primary sources but also to evaluate their reliability.

OUTCOMES

- 1 Describe the main elements of the plot of one of the three prescribed plays.
- 2 Explain the motivation of a leading character in one of the prescribed plays.
- 3 Explain the treatment of one of the social themes in at least two of the prescribed plays.

RECOMMENDED ENTRY

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

- Standard Grade in Classical Studies or another social subject at Grade 1 or 2, or possibly 3
- Intermediate 2 Classical Studies or its component units
- a course or component units at Intermediate 2 or Higher level in another social subject

CREDIT VALUE

1 credit at Higher.

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National Unit Specification: general information (cont)

UNIT Social Aspects of the Classical World –
Text-Based - Classical Drama (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-Based - Classical Drama (Higher)

OUTCOME 1

Describe the main elements of the plot of one of the three prescribed plays.

Performance criteria

- a) The descriptions of the main elements of the plot are clear and coherent.
- b) The relationships between the elements of the plot are identified.
- c) There is evidence of awareness of the use of dramatic technique.

OUTCOME 2

Explain the motivation of a leading character in one of the prescribed plays.

Performance criteria

- a) The description of the behaviour of the leading character is clear and comprehensive.
- b) The explanation of the motives of the leading character is clear and relevant.

OUTCOME 3

Explain the treatment of one of the social themes in at least two of the prescribed plays.

Performance criteria

- a) For the social theme selected, a wide range of comparisons between the plays is described in detail, with cross-references.
- b) For the social theme selected, contradictory views presented in the plays are identified clearly.

Evidence requirements

Evidence of attainment of the above outcomes can be provided through the medium of short and extended responses. For each outcome, evidence must demonstrate or imply the satisfaction of performance criteria. 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-Based - Classical Drama (Higher)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Those teaching this unit should focus attention on the following:

- the plots of the plays
- the characterisation in the plays
- the main social and political issues raised by the plays.

After candidates have gained awareness of the plot through reading of texts, class discussion and, where appropriate, viewing of video recordings of the plays, the roles of the main characters in the plays should be analysed, particularly in terms of character development and their interaction with each other.

The social and political dimensions of the plays should also be studied, with particular attention given to the following:

- the individual and authority
- gender conflict and the role of women
- the generation gap
- nationalism and anti-nationalism
- tradition and change
- social exclusion.

The investigation of comparisons and contradictions between similar themes in different plays and between classical and modern attitudes to these issues should be undertaken. Considerable emphasis should be placed on the reliability of drama as a source for examining social and political issues.

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).