



## Life in Classical Greece (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H21N 74

### Unit outline

The general aim of this Unit is to develop the learner's skills in understanding and commenting on the usefulness of sources of evidence in comparing the classical Greek and modern worlds. Learners will develop straightforward factual knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greece.

Learners who complete this Unit will be able to:

- 1 Comment on the usefulness of sources of evidence in comparing the classical Greek and modern worlds
- 2 Apply knowledge and understanding of life in classical Greece

This Unit is a mandatory Unit of the National 4 Classical Studies Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Classical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Classical Studies Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Classical Studies Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Comment on the usefulness of sources of evidence in comparing the classical Greek and modern worlds, by:**
  - 1.1 Describing the content of a source of evidence about life in classical Greece, in straightforward terms
  - 1.2 Describing a similarity or difference that the source reveals between life in the classical Greek and modern worlds, in straightforward terms
  - 1.3 Expressing a straightforward conclusion on the value of a source of evidence in providing information about life in classical Greece, with reference to supporting evidence

### Outcome 2

The learner will:

- 2 Apply knowledge and understanding of life in classical Greece, by:**
  - 2.1 Describing a key aspect of religious, political, social, moral or cultural life in classical Greece, in straightforward factual terms

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

The sources of information used may be written, numerical, graphical, pictorial, audio-visual or oral.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.1 Reading

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information

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**Superclass:** FB

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### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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