

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.

Administrative Information

Superclass: ED

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National Unit Specification: general information (cont)

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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

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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

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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).