

Introduction

This guide exemplifies the standards required in the Advanced Higher Investigation for Classical Languages, which is assessed by a Dissertation. It is intended to help candidates and their teachers to achieve the required standards.

The dissertation should be no more than 4000 words in length. Excessive length is likely to be penalised. Quotations, acknowledgements, source references, captions and bibliography should not be included in the total number of words.

The skills required in a dissertation, as defined in the Arrangements Document, are that candidates should be able to:

- ◆ plan and research a dissertation on an aspect of the ancient classical world
- ◆ show knowledge and understanding of a specific aspect of the Roman/Greek world by identifying sources of information and interpreting the evidence
- ◆ draw comparisons and reach conclusions
- ◆ communicate findings and present results (where appropriate making a personal response by commenting on values and attitudes)

How to read the guide

The guide follows the sections of the Latin and Classical Greek Marking Instructions for the Dissertation, covering:

Section	Marks (%)
Content	30
Sources and Interpretation of Sources	30
Argument and Analysis	30
Impact/Presentation and Clarity of English	10

Section A: Content

Marked out of 30

The choice of topic is very important, and the candidate's potential for choice is wide — topics can come from any area of the classical world.

In Latin, traditional areas are the Republic and Empire; social conditions; literature and language; thought and belief; and provincial organisation. In Classical Greek, they are literature and language; history; archaeology and art; mythology and religion; and philosophy and science. The only limitations are the interests and expertise of candidates and/or staff, and the availability of resources. Topics may also compare ancient practice with modern, and Greek with Roman.¹

Topics chosen for Latin in the past have included:

- ◆ Medieval Latin love lyrics
- ◆ A comparison of the Tragedies of Seneca with those of Shakespeare
- ◆ The Roman concept of self
- ◆ The 'Hollywoodisation' of Rome
- ◆ The history of the Praetorian Guard
- ◆ The influence of Virgil's Aeneid on Tolkien's Lord of the Rings
- ◆ Roman Satire

Greek topics have included:

- ◆ The career of Solon
- ◆ Athenian imperialism
- ◆ Herodotus, the father of ethnography
- ◆ Plato
- ◆ Homer

There is a fuller list of approved topics in the Arrangements Document.

Candidates who do well choose a topic in which they have a genuine interest and which will require significant research and analysis, but with a limit to the scope which can be covered thoroughly within the 4000 word limit.

Candidates should avoid topics that are too closely related to the Higher or Advanced Higher Prescriptions, since it might appear that the Dissertation lacks fresh research. Topics should be appropriate for Advanced Higher level, and the approach should be sophisticated, allowing for detailed, effective analysis and insight, rather than an anecdotal or descriptive account.

¹ http://www.sqa.org.uk/files_ccc/Latin_and_CGreek-AH.pdf p.18

It is inadvisable for groups of candidates from one centre to choose the same topic. Such a choice makes the teacher's task more difficult in suggesting resources, and at the least different aspects of the same topic should be chosen.

Content: general guidance

Key points to remember when considering a dissertation topic are:

- ◆ Topics should be appropriate for Advanced Higher level
- ◆ Content and analysis is closely related to the title
- ◆ Titles involving questions should be avoided unless the question is answered
- ◆ Titles which are too wide can lead to vague arguments and lack of focus, and can often result in an unsatisfactory conclusion
- ◆ Topics should be chosen in line with candidate's interests
- ◆ Topics and titles should be the product of fresh research, and allow for effective analysis and argument.

Teachers can access more examples to illustrate Content in the *Appendix to Dissertation Guide – Section A* on the SQA Secure website.

Section B: Sources and Interpretation of sources

Marked out of 30

Candidates should show a knowledge and understanding of a specific aspect of the Roman/Greek world by identifying primary and secondary sources of information and interpreting the evidence.

Identifying sources: candidates who attain reasonable marks elsewhere often lose marks here. The Principal Assessor referred to this in the *2007 Advanced Higher Latin External Assessment Report*: 'failure to attribute sources and quotations and to present accurate footnotes and bibliographies lowered some candidates' marks'.² As for secondary sources, candidates should ensure that these are not only referenced in the bibliography, but are actively discussed in the body of the text.

Intelligent use of sources: the Arrangements Document refers to acknowledgement of quotations, and to 'intelligent use' of sources. Relevant sources (both primary and secondary) should be selected and organised appropriately. Candidates should analyse sources to extract and interpret evidence to support their arguments.

Referencing

As detailed in the Arrangements Document, all quotations should be acknowledged. While names can be abbreviated, it is good practice to give them in full:

Homer. *Odyssey. XI.* 563

Virgil. *Aeneid. I.* 462

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

- ◆ Greek or Latin authors and sources of primary material
- ◆ all other books and material

Each list should be arranged alphabetically according to the author's surname.

While footnoting of sources is referred to in the Arrangements Document, other methods of referencing are acceptable.

Online sources should be cited in an appropriate way in the bibliography, for example, in alphabetical order.

² http://www.sqa.org.uk/files_ccc/07miLatinAHDissertation.pdf p.2

B (i) Primary sources

All primary sources must have a reference.

If a candidate has found a quote unreferenced in a secondary source, then that work must be cited. However, where possible the more direct quotation should be referenced.

Teachers can access more examples to illustrate Primary Sources in the *Appendix to Dissertation Guide– Section B i)* on the SQA Secure website.

Archaeological evidence

Archaeological evidence can be valuable in strengthening arguments in many topics, and should be researched actively for inclusion where appropriate. In some historical topics, reference to archaeological evidence is helpful in supporting primary written evidence.

B (ii) Use of Latin/Greek quotation

Latin or Greek quotation should be given in the original, in fitting context and with appropriate glossing. Key points to consider include:

- ◆ If poetic metre is involved, the original language should be used.
- ◆ Generally, poetry and rhetoric are quoted for their content/sound, so it is preferable to use the original words.
- ◆ Large chunks of quotation should be avoided where possible.
- ◆ Primary sources should be cited in the bibliography by author and work. They should not just be listed by the reference used in the dissertation. The best approach is to give a fully detailed bibliography, using an appropriate referencing system eg Harvard system.

Teachers can access more examples to illustrate Latin/Greek Quotation in the *Appendix to Dissertation Guide – Section B ii)* on the SQA Secure website.

B (iii) Use of Secondary Sources

All sources should be attributed — failure to do this can result in candidates being penalised.

Care should be taken when citing sources in the bibliography. It should be clear to the reader where particular works have been used in the body of the dissertation.

Websites should be listed in secondary source bibliographies. Some examples of website aids are:

- ◆ various Google sites³
- ◆ the Perseus Digital Library, which includes secondary works⁴.
- ◆ Project Gutenberg

Candidates should avoid unnecessary quotation, and where appropriate, should paraphrase within the dissertation instead of supplying the direct quotation.

Further clarification on the use of secondary sources can be found in the Advanced Higher Latin/Classical Greek Dissertation Marking Instructions.

Teachers can access more examples to illustrate use of secondary sources in the *Appendix to Dissertation Guide – Section B iii*) on the SQA Secure website.

B (iv) Critical comment on sources

Critical comment means that a candidate discusses a source's reliability, taking account of genre, date of writing, author's viewpoint, possible bias etc. A candidate might constructively choose to compare two sources which support or contradict each other to establish 'norms' or 'extremes' of attitudes or actions. Although most critical comment would usually be made of primary sources, the same procedure may be applied, where relevant, to secondary sources.

All sources used should be relevant to the title and arguments of the dissertation. Commentary on the reference/source should clearly support the development of the argument.

Teachers can access more examples to illustrate critical comment in the *Appendix to Dissertation Guide – Section B iv*) on the SQA Secure website.

³<http://books.google.com/books?q=subject%3A%22Literary%20Criticism%20%2F%20Ancient%20%26%20Classical%22>; <http://scholar.google.co.uk/intl/en/scholar/about.html>

⁴<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>

Section C: Argument and Analysis

Marked out of 30

Success or weakness in argument and analysis depends not only on the candidate's choice of subject but on its clear definition. The title should be carefully worded⁵ and refer clearly to topics to be covered.

There are **three** key components of Argument and Analysis to consider:

- ◆ introduction and conclusion
- ◆ structure
- ◆ degree of analysis

C (i) Introduction and conclusion

Candidates should begin with a clear introduction which refers to the title and outlines the aims of the dissertation.

They should reach a logical conclusion, arising from detailed consideration of the arguments and evidence. Candidates do well when they give both a perceptive introduction and build to a conclusion that provides a robust overview and an element of qualitative judgement.

C (ii) Structure

The dissertation should be well structured, displaying a clear understanding of the demands of the title. The completed dissertation should be the result of significant planning.

C (iii) Degree of analysis

The arguments in the dissertation should be developed convincingly throughout in a logical manner. They should be advanced as a result of effective analysis and insight. In some more sophisticated dissertations, candidates may show an awareness of possible implications beyond the most obvious ones.

Use of comparison

Some dissertations make use of comparison in their arguments — if this is the case, the comparison should be introduced early on and sustained throughout the dissertation. In Latin and Classical Greek, comparison need not be included unless integral to the topic. Often, one of the more valuable insights candidates can produce is to refer back and forth from modern to the ancient world. It should be noted that comparison is not *compulsory* in Latin or Classical Greek, though

⁵http://www.sqa.org.uk/sqa/files_ccc/EAreport_LatinAH_2009_ver1.pdf p.3

drawing comparisons is listed among the skills of investigation.⁶ The Arrangements Document states that topics *may* compare ancient practice with modern, and Greek with Roman.

Teachers can access more examples to illustrate argument and analysis in the *Appendix to Dissertation Guide – Section C* on the SQA Secure website.

⁶ http://www.sqa.org.uk/files_ccc/Latin_and_CGreek-AH.pdf p.7

Section D: Impact/presentation and clarity of English

Marked out of 10

Candidates should be aware of the importance of presentation, which may be useful in their future lives and career choices.

Marks are awarded for initial impact and presentation, (this includes presentation of bibliography and references) so care should be taken with type and size of font, cover, layout, and incorporation of illustrations where appropriate.

Candidates may use separate images or full pictorial covers, depending on their preference. Examples of images chosen in the past include:

- ◆ mosaics (skeleton and zodiac)
- ◆ sculpture (Hippocrates)
- ◆ vase painting (Aeneas and Anchises)
- ◆ coins

The initial review will consider the length of the dissertation, which should be no longer than **4000** words.

Clarity of English

While language, spelling and paragraphing are rarely problematic at Advanced Higher level, candidates should always be aware that marks are allocated for these.

Generally candidates' English is good and causes few marks to be lost.

Further information

There is more information on dissertations in the Arrangements Document. The External Assessment Reports which inform this guide are published annually, and are based on the work of the most recent candidates. You can find these reports via the Classical Greek⁷ and Latin⁸ pages of SQA's website.

7 <http://www.sqa.org.uk/sqa/2788.html>

8 <http://www.sqa.org.uk/sqa/2979.html>