National 3 Classical Studies Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Classical Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

Classical Studies opens up the world of classical society for learners. The purpose of this Course is to develop the learner's knowledge and understanding of Classical Greek and Roman civilisations by comparing these societies with the modern world. This will be achieved through successful study of the Course Units.

The Course will develop information handling skills to help learners to understand and link the classical and modern worlds.

The Course makes a distinctive contribution to the curriculum through its study of the religious, political, social, moral and cultural values and practices of Classical Greek and Roman societies. It therefore explores the breadth of human relationships within these societies and helps learners explore how these compare to modern life.

The Course will help create informed and active citizens by developing a greater understanding for learners of the Classical Greek and Roman worlds, and by increasing the learner's understanding of how these worlds continue to have an impact on our life today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed related Courses in social subjects at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Course is appropriate for a particular learner teachers/lecturers should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Experiences and Outcomes

Learners who have completed relevant Curriculum for Excellence experiences and Outcomes will find these an appropriate basis for doing the Course.

In this Course the experiences and Outcomes for Social Studies: People in Society, Economy and Business may provide an appropriate basis for entry to the Course. It should be noted that, although these experiences and Outcomes provide a general background which is relevant to this Course, there is no direct

match between the experiences and Outcomes and the requirements of this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the National 3 Classical Studies *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within this mandatory specification, Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their learners, offering both breadth and depth.

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

Skills:
♦ commenting on sources of evidence about the classical world
♦ using sources of evidence, including archaeological evidence, to compare the classical and modern worlds
♦ drawing basic conclusions about ideas, themes or values raised in classical literature

Knowledge and understanding
♦ basic knowledge and understanding of religious, political, social, moral or cultural aspects of life in Classical Greek and Roman societies
♦ basic knowledge and understanding of ideas, themes or values raised by classical literature

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects in school and further education contexts. In particular it provides progression to Classical Studies at National 4.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

Classical Studies Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of Classical Studies qualifications and lateral progression is possible to other qualifications in the Social Studies suite of Courses.

The Units have been written in a hierarchical format so that teachers will be able to design learning activities that are appropriate for groups of learners working at different levels. This will also allow learners to achieve at their highest possible level and achieve at a lower level, if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. At National 3 (and National 4) there is no mandatory content for the Course or the Units. Centres have the option to choose contexts for learning that will enable them to meet the requirements of the Course, the Learning Outcomes and the Assessment Standards.

Learning should be progressive and not repetitive as learners progress through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The hierarchical nature of Classical Studies Courses and Units allows the delivery of National 3 and National 4 together. The degree of choice within the Course allows for new areas of study for learners who progress from one level to another and ensures that learners are not required to repeat content from one level to the next. Differentiation can be achieved through the use of more complex sources of evidence and greater depth of treatment of common issues or topics.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of. The profile of an individual learner may consist of Units achieved at more than one level, with some at a level higher than the overall Course.

Approaches to learning, teaching and assessment

General advice

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for National 3 Classical Studies:

♦ Life in the Roman World
♦ Classical Literature
♦ Life in Classical Greece

National 3 Classical Studies has been developed to reflect Curriculum for Excellence values, purposes and principles. The approach to learning and teaching developed by individual centres should reflect these principles.

Centres should design Courses to encourage active and experiential learning. A range of teaching and learning approaches should be adopted to meet the specific needs of individual learners. Individual work, group work and whole class activities should be used as appropriate. A range of assessment methods should be used to best reflect the abilities of learners and centres should use opportunities to collect naturally occurring evidence to demonstrate achievement of Unit Outcomes.

Allocation of skills to Units for assessment purposes

Each Unit has a specific skills focus for assessment purposes, as described in the table below. This approach is designed to avoid over-assessment. Allocating skills to particular Units in this way means that where a learner completes this Course they will not have to repeat assessment for the same skill more than once.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, should be developed and practiced across all the Units.

Unit title	Skill(s) allocated for assessment purposes
Life in Classical Greece	Using and commenting on sources of evidence
Classical Literature	Commenting on classical literature
Life in the Roman World	Using sources of evidence, including archaeological evidence, to compare the classical and modern worlds

The Classical Literature Unit will concentrate on human themes and values which may come from Greece and/or Rome, and will thus involve a slightly different focus to the other Units which both involve looking at distinct classical societies. However, the emphasis in all Units should be on sources (whether historical, archaeological or literary) in terms of what they can reveal about the classical world, and how they help us compare the classical and modern worlds. Therefore learning within the Classical Literature Unit, including the skills and understanding involved, will be directly relevant to the other Units.

Sequence of delivery
There is no recommended teaching order for the Units in this Course. Different combinations or orderings of Unit delivery will be appropriate in different contexts. This is for centres to manage. However, it is advisable to teach Life in Classical Greece before Life in the Roman World as historically these two Units are 400–500 years apart and Roman society was shaped by the Classical Greek model.

Assessment and gathering evidence
Assessment is an integral part of learning and teaching in Curriculum for Excellence. This Course should encourage and support independent learning. Students should have a clear understanding of the requirements of the Course. Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

Learners learn best when they: understand clearly what they are trying to learn and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and know who can give them help if they need it. To this end:

♦ teachers and lecturers should share learning/assessment criteria
♦ teachers and lecturers should deliver effective feedback
♦ teachers and lecturers should encourage peer and self-assessment
♦ teachers and lecturers should question effectively using higher order questioning when appropriate

Assessment can provide an important role in raising attainment by:

♦ giving feedback
♦ detailing progress
♦ identifying learner strengths and challenges

Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Flexibility in the method of assessment within Unit assessments provides opportunities for learners to demonstrate attainment in a variety of ways and reduce barriers to achievement.

Understanding the Assessment Standards and making assessment judgements
The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Learning Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Learning Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Learning Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Learning Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

The following terms are used within the *Unit Specifications* for this Course:

Outlining involves a learner communicating their understanding of the main points of, for example, a topic, source, question or idea. The learner need not provide detail beyond factual or immediate aspects and they need not define the underlying theoretical or abstract ideas.

Commenting or expressing a viewpoint will involve a learner being able to communicate a point of view in relation to a topic, theme, question or idea that they have studied. The idea need not be an original one, nor need it be the learner's personally held view. A comment may be brief, and not include a justification for the viewpoint. In contrast to analysis, or evaluation, the learner need not provide evidence that they have considered other viewpoints, or challenges to the view they are expressing.

Basic terms refers to the amount of information a learner is expected to provide. At this level, basic terms will involve the learner demonstrating knowledge of the factual aspects of a topic, or idea. They may not show understanding of the interconnectedness of the topic with other issues, and they may not show understanding of the complexities or subtleties involved.

On making assessment judgements between levels the following guidance aims to provide high level advice on the characteristics of typical learner responses. Further advice and guidance will be provided in the Specimen Question paper and marking instructions (National 5 and Higher), Specimen Coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit Assessment Support (all levels).

Level	Possible learner responses	Possible question types/command words
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and detailed use of evidence Able to consider different perspectives on an issue Able to make judgements	… Discuss To what extent … How far … Assess … Critically examine … Comment on …
National 5	Detailed response Description and explanation required with some analysis Clarity in expression of ideas Insightful use of evidence Use of appropriate exemplification	Describe, in detail, … Explain, in detail, … To what extent … How important …
National 4	Limited response Descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe … Give reasons …
National 3	Short response/outline Ability to make limited use of simple evidence Ability to consider consequences	Outline … Comment on …

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Developing skills for learning, skills for life and skills for work

Through the successful completion of this Course, important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the *Course Specification*. Further advice on how these skills may be developed is included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed within the Course. However, Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

These skills will be developed across all the Units of the Course. The *Unit Support Notes* for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Course. For example, a teaching approach based on extensive use of group discussions could provide opportunities to develop the skill of Listening and Talking[1]. However, this could vary across centres depending on approaches being used to deliver the Course in a centre and is for centres to manage.

Combining assessment across Units

If an integrated or thematic approach to Course delivery is used, then there may be opportunities for combining assessment across Units.

This can:

♦ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
♦ make more sense to the learner and avoid duplication of assessment
♦ allow for evidence for particular Units to be drawn from a range of activities
♦ allow more time for time for learning

Care should be taken when using combined assessment that those aspects of the assessment standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing assessments to cover

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[1] Further information is provided in the SQA framework of Skills for Learning, Skills for Life and Skills for Work

multiple Units, teachers/lecturers must ensure that they track and record where evidence of individual Units appears.

Equality and inclusion

The high degree of flexibility within this Course in terms possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to Course assessment requirements in order that this Course is accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html

♦ *Building the Curriculum 3: A framework for learning and teaching*

♦ *Course Specifications*

♦ Design Principles for National Courses

♦ *Guide to Assessment* (June 2008)

♦ Overview of Qualification Reports

♦ Principles and practice papers for curriculum areas

♦ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*

♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

Administrative information

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Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Life in Classical Greece (National 3)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Life in Classical Greece (National 3) Unit. They are intended for teachers/lecturers and lecturers who are delivering this Unit. They should be read in conjunction with:

- the *Unit Specification*
- the *Course Specification*
- the *Course Support Notes*
- appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in commenting on sources of evidence about life in Classical Greece. Learners will develop basic knowledge and understanding of religious, political, social, moral or cultural aspects of life in Classical Greece.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed related Courses in social subjects at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding for the Course, and the Learning Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about mandatory skills, knowledge and understanding is given in the National 3 Classical Studies *Course Specification* and *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects in school and further education contexts. In particular it provides progression to Classical Studies at National 4.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
♦ approaches to developing skills for learning, skills for life and skills for work

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes. They are intended as suggestions only, and are not prescriptive.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Outcomes of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the Learning Outcomes of the Unit, or the Learning Outcomes in full.

These examples focus on learning, teaching and assessment focussed on the Life in Classical Greece Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course will develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the Classical Literature and the Life in the Roman World Units.

Example 1 — Athenian Democracy
The group could begin by considering the following questions:

♦ Why did Athens have a democracy?
♦ What were the alternatives?
♦ How were people elected in Athens?
♦ How did the Assembly operate?

Learners could be introduced to the topic in overview initially using written notes and audio-visual material. Teachers/lecturers could help learners to consider that some states can be ruled by one person as a king (known as tyranny in Classical Greece); or by a group of unelected powerful people (known as oligarchy in Classical Greece); or by the citizens of the state (known as democracy in Classical Greece). When studying this it should be straightforward enough to consider which classes of people would benefit and/or suffer under each system.

Having understood the thinking behind the concept of democracy, learners could go on to study the operation of the Athenian democracy itself. It is important to know that there was an assembly which all citizens could attend, and that a

council operated as a sort of civil service, and that there were magistrates who did specific jobs.

Teachers/lecturers should always bear in mind that the purpose of the study is that learners are able to outline a key aspect of religious, political, social, moral or cultural life within Classical Greek society.

Example 2 — Polytheism in Athens
The following are potential topics that could be covered in the class:

♦   the Greek Pantheon
♦   the Character of Athena in Myth
♦   the Panathenaia
♦   the Parthenon

Learners could be introduced to the concept of Polytheism and encouraged to write and perform their own prayers. They could be shown how to identify the correct god or goddess to pray to. One or more myths about the goddess Athena could then be studied and through different tasks learners should come to an understanding of the character of the goddess. Teachers/lecturers should then encourage learners to consider how this would affect worshippers' attitude to the gods.

Once learners have a firm grasp of the Greek Pantheon and Athena's place in it (as appropriate to National 3 level) teachers/lecturers could lead study of the major festival to Athena: the Panathenaia.

Learners could be inspired by discussion or role-play to understand the elements of this key festival (eg religious processions communal festivities and worship and the games). The key features of the Parthenon could also be studied and learners could make their own artistic reproductions of some of the sculpture.

Finally learners could be encouraged to bring together what they have learnt in order to make some comment about a similarity or difference between classical and modern worship, religion, or religious people. For example, learners may consider the religious tolerance and unity in Classical Athens and compare it with modern society. This activity of using the Parthenon as a stimulus could provide evidence for the Learning Outcome within this Unit that requires learners to outline the content of a source and comment on a similarity or difference it reveals between the classical and modern worlds.

Through these approaches learners will have opportunities to generate evidence which can be gathered and retained by teachers/lecturers and lecturers to demonstrate achievement of the Outcomes of this Unit, either wholly or in part. The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

There are likely to be opportunities in the day-to-day delivery of this Unit to generate evidence which satisfies the Learning Outcomes and Assessment Standards, completely or partially. This is naturally occurring evidence and may be recorded as evidence for the Unit or parts of the Unit.

Flexibility in the method of assessment within Unit assessments provides opportunities for learners to demonstrate attainment in a variety of ways and reduce barriers to achievement.

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Learning Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Learning Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Learning Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Learning Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general increasing the number of sources used in a question may increase the level of demand upon the learner, increasing the complexity of a single source will also have the effect of increasing the level of demand.

The following terms are used within the Assessment Standards for this Unit:

♦ **Outlining** involves a learner communicating their understanding of the main points of, for example, a topic, source or idea. The learner need not provide detail beyond factual or immediate aspects of the topic, source etc, and they need not define the underlying theoretical or abstract ideas.

♦ **Commenting** involves a learner being able to communicate a point of view in relation to a topic, source, idea etc that they have studied. The idea need not be an original one, nor need it be the learner's personal held view. A comment may be brief, and not include a justification for the viewpoint. In contrast to analysis, or evaluation, the learner need not provide evidence that they have considered other viewpoints, or challenges to the view they are expressing.

♦ **Basic terms** refers to the amount and quality of information a learner is expected to provide. At this level, basic terms will involve the learner demonstrating knowledge of the factual aspects of a topic, idea etc. They may not show understanding of the interconnectedness of the topic with other issues, and they may not show understanding of the complexities or subtleties within an idea, source etc.

Holistic assessment
The overall burden of assessment for the learner may be reduced by using the opportunity to assess holistically within the Unit, allowing achievement of all Assessment Standards at once. Evidence can be gathered in a range of forms, as described above.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still have recognition for what they have achieved and do not have to be reassessed on what they have achieved.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; any other evidence generated by the learner.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

The Unit lends itself to the development of literacy skills particularly reading as learners explore sources of historical evidence about the classical world.

Answering questions, taking part in discussions, group work and comparisons may all develop literacy skills.

Citizenship will be developed through an examination of the original democracy and its conception of the rights and responsibilities for citizens.

Thinking skills will be developed by considering and analysing various aspects of Classical Athenian society. Learners will develop their understanding of key

issues and key events as well as identifiable skills and will be able to apply them. The learner will work with a variety of sources that will develop their ability to understand knowledge and apply this knowledge.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Equality and inclusion

The high degree of flexibility within this Unit in terms possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html

♦ *Building the Curriculum 3: A framework for learning and teaching*

♦ *Course Specifications*

♦ Design Principles for National Courses

♦ *Guide to Assessment* (June 2008)

♦ Overview of Qualification Reports

♦ *Overview of Qualification Reports*

♦ *Principles and practice papers for curriculum areas*

♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*

♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*

♦ *SCQF Handbook: User Guide (published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*

♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

♦ SQA Guidelines on e-assessment for Schools

♦ SQA Guidelines on Online Assessment for Further Education

♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

SQA

Unit Support Notes — Classical Literature (National 3)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Classical Literature (National 3) Unit. They are intended for teachers/lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in commenting on classical literature. Learners will be required to study classical literature from either the Classical Greek or Classical Roman worlds. Learners will develop basic knowledge and understanding of universal ideas, themes or values which link the classical and modern worlds.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed related Courses in social subjects at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding for the Course and the Learning Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Classical Studies *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects in school and further education contexts. In particular it provides progression to Classical Studies at National 4.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
♦ approaches to developing skills for learning, skills for life and skills for work

General guidance
In Classical Literature (National 3), as at all levels, the choice of texts is at the discretion of the centre. Any classical literature may be used which allow learners to demonstrate the knowledge, understanding and skills described in the *Unit Specification*. The texts used may derive from original sources in translation or where appropriate, abridged or simplified text to give the reader comfortable access to the main thrust of the original. The reading of text could be accompanied, where possible, with visual or dramatic representation aimed at capturing the imagination.

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Outcomes of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcome in full.

Introduction
The themes of leadership and heroism lie at the heart of some of the great works of classical literature. By learning about how these themes appear in classical literature and in life today, the learner can identify the universal nature of these themes. Looking at the themes raised within a classical text will prepare learners well for progression to Classical Studies at higher For example, using text such as Homer's *Odyssey* 9–12, Sophocles' *Oedipus the King*, Euripides' *Medea* or Livy Book 1, the learner will be able to display knowledge and understanding of the action and of the involvement of characters. From this study, the learner will be able to identify the relevance of the character(s) actions to the modern world. This ability to understand the actions within a classical text and identify their relevance to the modern world is the fundamental requirement of the Assessment Standards at National 3.

Example 1 — The *Odyssey*

There are many sources which could be used to display aspects of leadership and heroism in the ancient world. An interesting initial stepping stone into consideration of leadership and heroism in the Odysseus story could be through exposing the learner to one of a number of relevant film productions. These generate a modern vision of the ancient world and can be used — with care — as a basis for understanding how modern views of the ancient world are used to explain or display what is felt to be the heroic ideal.

The reader can be easily immersed in this world through role play, creating mind-maps of the individual stories or developing visual depictions of episodes, to the extent of using technology to create displays.

Dramatised delivery of the text is likely to highlight aspects which will benefit from dialogue developing directly out of the reading. Group discussion or individual feedback is likely to enhance understanding of the text and of the themes under consideration. Different approaches are to be encouraged. The teacher/lecturer will be able to distinguish the thread of ideas being developed by the individual learner and to support or direct them further.

A classical text in translation, such as Homer's *Odyssey* Books 9–12, could then be introduced. This would open up what, for many, could be long standing memories of images which are worthy of comment. Modern simplified versions of the story may make access to these stories more comfortable for the learner at National 3 level. For example there are many audiobook versions of the story which may be more accessible than reading the text. Alternatively there are a variety of books which summarise the story.

Using this type of material, the themes of leadership and heroism can be developed out of the source material and can lead to discussion and response about issues arising in the modern world. For example, discussion could focus on how Odysseus' need to bring himself and his men back home after the Trojan War involves him in many escapades which test his ability to show good judgement about his role as leader — the Cyclops, Circe, Hyperion's cattle, Scylla and Charybdis stand out as vivid incidents, although there are many others that may be relevant.

Through study of these incidents learners can identify with aspects of Odysseus' career. There is scope for individual creative writing — attempting to 'be' Odysseus and writing up a diary of his experience at some point — or for working in groups to consider and act out decisions being made and simulating, or even actually recording, an interpretation of a scene from the action using visual technology, taking the viewpoint of Odysseus (or even of how he is viewed by his men).

Alongside the description of events, discussion could be led by the teacher/lecturer or the learner him/herself to consider what constitutes leadership and heroism. There could be discussion or debate on what qualities a good

leader has to, or is expected to, display. There would be merit in thinking about what makes someone more heroic than the ordinary person.

Some simple discussion on whether these qualities are always things which benefited Odysseus and his men can perhaps lead to the realisation that leadership and heroism can often lead situations towards disaster. Odysseus' desire for riches led to the loss of six men in the Cyclops' cave — but he did save the rest through his resourcefulness; Odysseus trusted his men near Hyperion's cattle — and they disobeyed him and, consequently, lost everything.

When the fragility of leadership and heroism has been displayed, it should be easy to steer discussion and consideration towards the modern world. Leadership can be seen in many spheres. Many approaches can be used. As an example, leadership could be examined as a general theme from experiences which are live for the learner — school, college, family, sport, community — offer immediate examples which could then be related to the text in hand.

Modern history has shown the weakness and danger of many leaders (for example in war, politics or the domestic setting) and the ideal of heroism nowadays maybe seen as a less valued quality than in the classical world..

Other possible examples: Oedipus and Livy
The themes of Fate and free will could provide a focus the study of a version of the Oedipus story. This could encourage discussion around the balance between what human beings can and cannot have control over, and encourage comparison between ancient and modern values of responsibility and citizenship.

There are a range of texts that may appropriate to use here, for example Sophocles' *Oedipus the King* is available in translation at full length. There are also many audiobook versions or abridged versions of the story. Some scenes are available online and/or in dramatic form.

The theme of conflict and violence can be easily discovered in Livy Book 1, where many stories, developed to enhance the reputation of the growing community at the beginning of Rome — the Sabine Women, the fate of Lucretia — can stimulate awareness of this aspect of the human condition. Discussion and development of ideas which the classical text raises will easily raise awareness of the implications, even nowadays. The full text is available in many versions, but there are also abridged versions of stories from the full text.

Learners could be encouraged to develop understanding of the text and engage with the consequences of actions within it by creating their own cartoons or stories of the text using digital media such as movie maker software. Cross-curricular links could be established with other departments in the centre and transferable skills could be enhanced through the creation of appropriate media.

Learners' ICT skills should be used in order to enrich the teaching and learning of each of the areas of content. Presentations, blogs, news reports should all be actively encouraged as should presenting to their peers.

There are likely to be opportunities in the day-to-day delivery of this Unit to generate evidence which satisfies the Learning Outcome and Assessment Standards, completely or partially. This is naturally occurring evidence and may be recorded as evidence for the Unit or parts of the Unit.

Flexibility in the method of assessment within Unit assessments provides opportunities for learners to demonstrate attainment in a variety of ways and reduce barriers to achievement.

Understanding the Assessment Standards and making assessment judgements
The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Learning Outcomes and Assessment Standards for the Units.

These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Learning Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Learning Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF).

Centres should note that the Learning Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

The following terms are used within the Assessment Standards for this Unit:

Outlining involves a learner communicating their understanding of the main points of, for example, a topic, source, question or idea. The learner need not provide detail beyond factual or immediate aspects of the topic, source etc, and they need not define the underlying theoretical or abstract ideas.

Commenting or involves a learner being able to communicate a point of view in relation to a topic, theme, question, idea etc that they have studied. The idea

need not be an original one, nor need it be the learner's personal view. A comment may be brief, and not include a justification for the viewpoint. In contrast to analysis, or evaluation, the learner need not provide evidence that they have considered other viewpoints, or challenges to the view they are expressing.

Basic terms refers to the amount and quality of information a learner is expected to provide. At this level, basic terms will involve the learner demonstrating knowledge of the factual aspects of a topic, idea etc. They may not show understanding of the interconnectedness of the topic with other issues, and they may not show understanding of the complexities or subtleties within an idea, source etc.

Holistic assessment

The overall burden of assessment for the learner may be reduced by using the opportunity to assess holistically within the Unit, allowing achievement of all Assessment Standards at once. Evidence can be gathered in a range of forms, as described above.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still have recognition for what they have achieved and do not have to be reassessed on what they have achieved.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; any other evidence generated by the learner.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

Immersion in a text from the ancient world will require that the learner secure adequate reading skills and the study of those texts will support the development of writing and recording skills to, although this must be read to include the appreciation of the texts by means other than the conventional. The section on Approaches to Learning, Teaching and Assessment, for example, highlights dramatic productions (some as audiobooks, some involving signing). These skills

have obvious importance in developing skills in literacy which will be of benefit for the lifelong learner in the world of work or the broader dimension of life.

In achieving an awareness of the Classical Greek and Roman worlds through the lens of Classical Literature, the learner will develop an insight into aspects of human relationships which are of a universal nature and reflect attitudes sometimes common to classical and modern societies, sometimes not. An overview of these values across societies will allow for the development of views of citizenship and how it can be viewed across the classical and modern worlds.

Issues of citizenship permeate Classical Studies. Modern views of citizenship have been shaped by our culture's understanding of citizenship in the classical world. Learners should be enabled to recognise that many aspects of the Classical world are alien to their own experience and that the ability to compare and contrast examples of human activity in different settings should enhance the learner's ability to understand their own experience.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Equality and inclusion

The high degree of flexibility within this Unit in terms possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html

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Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Life in the Roman World (National 3)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Life in the Roman World (National 3) Unit. They are intended for teachers/ lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in using sources of evidence, including archaeological evidence, to compare the Classical Roman and modern worlds. Learners will develop basic knowledge and understanding of religious, political, social moral or cultural aspects of life in the Classical Roman world.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed related Courses in social subjects at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding for the Course, and the Learning Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Classical Studies *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory *skills, knowledge and* understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Learning Outcomes and Assessment Standards

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects in school and further education contexts. In particular it provides progression to Classical Studies at National 4.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
♦ approaches to developing skills for learning, skills for life and skills for work

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Outcomes of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcome in full.

These examples focus on learning, teaching and assessment focussed on the Life in the Roman World Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course may develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the Classical Literature and the Life in Classical Greece Units.

Example 1 — The Roman town
There are many archaeological sources on life in Roman towns that could be used in the teaching of this topic. Teachers/lecturers may find it useful to pick a specific Roman town, such as Pompeii. This could include looking at, for example, the following areas:

♦ the forum
♦ temples
♦ shops
♦ theatre
♦ amphitheatre and gladiators
♦ slaves
♦ the house

Each area could be studied with the aim of building up an overall understanding of life in a Roman town. Learners will develop knowledge and understanding of similarities or differences between the Classical Roman and modern worlds.

Once knowledge has been gained learners could then be assessed by completing a Jigsaw Group Assessment, as follows:

I.   The learners could be split into groups with the aim of completing a Jigsaw task relating to what they have studied.

II. Each group could be given one or two aspects of the Roman town. They would be instructed to create an informative poster that contains a minimum of six detailed points relating to their key topic.

III. The poster should be created with the aim of teaching the viewer about the aspect, eg the Roman theatre. It should be well presented and learners should apply the evidence studied in class.

IV. Once completed, the groups could take it in turns to present their poster to the rest of the class. Learners would introduce and explain the points made within the poster.

V.   Each group could be expected to write three questions with which they will test the other learner's knowledge on what they have just presented.

VI. The overall aim should be that the class will revise and solidify their knowledge of the Roman town as a whole. With each presentation a further part of Roman town life is presented until they form an overall depiction of a Roman town

Evidence of achieving the Outcomes will be naturally created by collecting posters, the questions written and if possible presentations could be filmed.

Example 2 — Using thinking skills in studying archaeological evidence

I.   Learners could be split into groups and handed an envelope with 5 case studies labelled A–E.

II. On each case study there will be a several images of archaeological objects or places from the Roman World.

III. These images should be related to what the class has specifically studied.

IV. Learners will not be told what the images are or to which key aspect of Roman life that they relate to. Instead they will be asked first to identify the key area and then to go on to answer further questions using the pictures and their own knowledge. These questions should require learners to demonstrate a basic knowledge and understanding and skills.

V.   To achieve success learners therefore must understand the evidence, apply this and then demonstrate their knowledge correctly.

VI. Each learner would fill in their own sheet based on what the group has discussed.

VII. Answers could be assessed by the teacher/lecturer and then discussed with the class. The answer sheets could be collected as evidence of achieving the Outcomes and assessment standards of the Unit.

Through these approaches learners will have opportunities to generate evidence which can be gathered and retained by teachers/lecturers to demonstrate achievement of both Outcomes of this Unit, either wholly or in part. The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

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The Unit lends itself to the development of literacy skills particularly reading, as learners explore sources of historical evidence. They will also learn historical literacy, as they begin to engage with a range of archaeological sources.

Answering questions, taking part in discussions, group work and comparisons all develop literacy skills.

The examination of the learner's own society in relation to Life in the Roman World will assist the development citizenship skills.

The learner's progression will be assisted as they will be encouraged to learn and apply a number of thinking skills in a basic manner making comparisons, expressing views and outlining the content of sources and what they can tell us about the classical world. Thinking skills can also be developed through the examination of a variety of sources.

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