



Advanced Higher Classical Studies

Draft National Course Assessment Specification



Valid from August 2015

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Advanced Higher Classical Studies
SCQF level:	7 (32 SCQF credit points)
Course code:	to be advised
Course assessment code:	to be advised

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	100 marks
Component 2 — project	50 marks
Total marks	150 marks

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess the added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ drawing on, extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and a project
- ◆ demonstrating depth of knowledge and understanding and application of skills in the question paper. This will sample knowledge and understanding from the mandatory content of the Course and will require the application of skills
- ◆ demonstrating challenge and application through independent research related to an appropriate Classical Studies topic or issue, in the project

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and a project.

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and depth of knowledge and understanding from across the Course.

This question paper will give learners an opportunity to demonstrate the following skills and knowledge and understanding:

- ◆ critically analysing and evaluating sources to compare and contrast the classical and modern worlds
- ◆ using information from a range of sources to structure and sustain in-depth and well-informed lines of argument
- ◆ applying in-depth understanding of the continued impact of classical Greek and Roman societies in the world today

The question paper will have 100 marks. There will be one Section, with four Parts:

- 1 History and Historiography
- 2 Individual and Community
- 3 Heroes and Heroism
- 4 Comedy, Satire and Society

Learners will choose one Part and answer all questions in this Part only.

The paper will be made up of essay questions requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. Questions will be drawn from the content described in the 'Further mandatory information on Course coverage' section of this document.

The question paper will have a greater emphasis on the assessment of knowledge and understanding than the project. The other marks will be awarded for the demonstration of skills.

Component 2 — project

The purpose of this project is to demonstrate challenge and application by demonstrating the skills, knowledge and understanding within the context of a complex Classical Studies topic or issue.

The project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ identifying an appropriate complex Classical Studies topic or issue about which there are alternative or different points of view
- ◆ independently researching the topic or issue, using a wide range of sources and drawing on in-depth knowledge and understanding
- ◆ organising findings to address the topic or issue
- ◆ evaluating the usefulness or reliability of sources
- ◆ fully explaining and analysing the topic or issue
- ◆ analysing and synthesising information in a sustained line of argument

- ◆ drawing an in-depth, reasoned conclusion on the topic or issue
- ◆ using appropriate academic conventions including referencing of sources

The project will have 50 marks.

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Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 3 hours.

Controlled assessment — project

The project is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some level of supervision and control

Setting the assessment

The assessment will be set by centres within SQA guidelines.

Conducting the assessment

The production of evidence for assessment will be conducted:

- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner

Marking the assessment

Evidence will be submitted to SQA for external marking. All marking will be quality assured by SQA

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher Classical Studies Course. Course assessment will involve sampling the skills, knowledge and understanding. The list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Learners will complete one of the following four Parts:

Part A: History and Historiography

Learners should use the following texts to examine the role of history writing and the aims and methods of writers of history in the classical world:

- ◆ Herodotus, Books 1 and 7
- ◆ Thucydides, Books 1 and 2
- ◆ Polybius, Book 3
- ◆ Livy, *Praefatio* and Books 1 and 21
- ◆ Tacitus, *Annals*, Books 1, 2 and 14

In studying these texts, learners should consider the following aspects:

- ◆ attitudes to evidence
- ◆ selection and arrangement of material, including the use of set speeches
- ◆ the relationship of myth and legend to history
- ◆ uses of history, for example as a moral example, or as a political argument
- ◆ the consequences of historical bias and causation

Part B: Individual and Community

Learners should use the following texts to examine ideas expressed in the classical world concerning the individual and community:

- ◆ Plato, *The Republic*, Books 1–5
- ◆ Aristotle, *Politics*
- ◆ Cicero, *De Officiis* (On Duties)

In studying these texts, learners should consider the following aspects:

- ◆ the organisation of the community and the place of the individual within it
- ◆ the relationship of the weak and the powerful
- ◆ the moral obligations of the individual in society
- ◆ the necessity for social organisation

Part C Heroes and Heroism

Learners should use the following texts to consider the qualities which characterise heroism in the classical world:

- ◆ Homer, *Iliad*, Books 1, 6, 22, 24
- ◆ Homer, *Odyssey*, Books 1, 5, 6, 22
- ◆ Euripides, *Trojan Women*
- ◆ Virgil, *Aeneid*, Books 1, 2, 4, 12
- ◆ Ovid, *Heroides*, 1, 3, 7

In studying these texts, learners should consider the following:

- ◆ morality and the hero
- ◆ the changing nature of heroism
- ◆ Greek and Roman views of heroism
- ◆ the hero as role-model
- ◆ the hero and women
- ◆ heroes and anti-heroes

Part D: Comedy, Satire and Society

Learners should use the following texts to study the nature and limitations of the commentary on society provided by Athenian Old Comedy and Roman Satire:

- ◆ Aristophanes, *Acharnians*, *Knights*, *Clouds*, *Peace*, *Assembly Women*
- ◆ Horace, *Satires*, Books 1 and 2 (except 1 and 3 of Book 2)
- ◆ Juvenal, *Satires* 1, 2, 3, 5, 6, 8, 9, 10, 11

In studying these texts, learners should consider the following:

- ◆ literary conventions of comedy and satire
- ◆ politics and war
- ◆ social and political ambition and the corruption of relationships
- ◆ plain living versus luxury
- ◆ relationships and changing values between the sexes
- ◆ quest for peace of mind

Administrative information

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Superclass: to be advised

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Specification.