

# Draft National Unit Specification



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**Unit title:** Social Aspects of the Classical World (Advanced Higher)

**SCQF:** level 7 (16 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop techniques to critically analyse and evaluate a wide range of sources of evidence and synthesise information to produce sustained lines of reasoned argument. Learners will develop and apply in depth understanding of the continued impact of classical Greek and Roman societies in the contemporary world.

Learners who complete this Unit will be able to:

- 1 Critically analyse and evaluate sources of evidence about the classical world
- 2 Use information from a range of sources to structure and sustain in-depth and well-informed lines of argument
- 3 Apply understanding of the continued impact of classical Greek or Roman societies in the world today

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

The *Course Assessment Specification* for the Advanced Higher Classical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Classical Studies Course.

## Recommended entry

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

- ◆ Higher Classical Studies Course or relevant component Units

## Equality and inclusion

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

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Critically analyse and evaluate sources of evidence about the classical world, by:**
  - 1.1 Explaining, in depth, the content of different types of source of evidence about classical Greek or Roman societies, including classical history, literature, inscriptions, archaeological evidence or numismatic evidence
  - 1.2 Interpreting and explaining, in depth, the meaning and context of sources of evidence about classical Greek or Roman societies, including classical history, literature, inscriptions, archaeological evidence or numismatic evidence
  - 1.3 Explaining, in depth, the value of sources in terms of their strengths, limitations and reliability

### Outcome 2

The learner will:

- 2 Use information from a range of sources to structure and sustain in-depth and well-informed lines of argument, by:**
  - 2.1 Using a range of sources of evidence to compare and contrast aspects of religious, political, social, moral or cultural life in classical Greek or Roman societies with each other and with contemporary society
  - 2.2 Synthesising information from a range of sources of evidence about classical Greek or Roman societies to inform a sustained line of argument
  - 2.3 Expressing a well-structured, reasoned and in-depth conclusion supported by detailed evidence, which compares and contrasts aspects of religious, political, social, moral or cultural life in classical Greek and Roman societies with each other and with the contemporary world

### Outcome 3

The learner will:

- 3 Apply understanding of the continued impact of classical Greek or Roman societies in the world today by:**
  - 3.1 Explaining a key value, concept or system of classical Greek or Roman societies, in depth, and explaining relevant theoretical or abstract ideas
  - 3.2 Analysing, in depth the way in which a key value, concept or system of classical Greek or Roman societies continues to exist in the contemporary world

## Evidence Requirements for the Unit

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

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

The sources used may be written, artefacts (for example archaeological remains, coins or inscriptions), graphical, audio-visual, pictorial or oral.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, essays, written responses to questions and participation in group tasks. Not all of the evidence needs to be produced through one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

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

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

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

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

### **1 Literacy**

1.4 Reading

1.5 Writing

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

4.6 Citizenship

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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

## Administrative information



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**Published:** October 2012 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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