

# Draft National Unit Specification



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**Unit title:** Life in the Roman World (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop the learner's skills in understanding and interpreting a wide range of sources of evidence from life in the Roman world, including archaeological evidence. Learners will develop knowledge and understanding of some of the religious, political, social, moral or cultural values and practices of classical Roman society, in comparison with the modern world.

Learners who complete this Unit will be able to:

- 1 Use evidence from life in the Roman world, including archaeological evidence, to compare the Roman and modern worlds
- 2 Apply knowledge and understanding of the Roman world

This Unit is a mandatory Unit of the 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 Higher Classical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the 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:

- ◆ Classical Studies (National 5) or relevant component Units
- ◆ another social subject

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Use evidence from life in the Roman world, including archaeological evidence, to compare the Roman and modern worlds by:**
  - 1.1 Explaining, in detail, the content of at least three sources of evidence from Rome between the 1st century BCE and 1st century CE, one of which should be archaeological evidence
  - 1.2 Explaining what the sources reveal about life in Rome, in detailed terms
  - 1.2 Presenting a detailed and accurate conclusion which analyses what these sources of evidence reveal about life in the Roman world compared with the modern world

### Outcome 2

The learner will:

- 2 Apply knowledge and understanding of the Roman world, by:**
  - 2.1 Describing, in detail and with accuracy, either the political and social or the religious, moral and cultural values and practices of Rome in the 1st century BCE and the 1st century CE
  - 2.2 Presenting detailed and accurate conclusions on similarities or differences between life in the Roman world and life in the modern 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.

If the Unit is being taken as part of the Higher Classical Studies Course, centres may wish to generate evidence in a way which prepares learners for the Course assessment. Assessment evidence can be drawn from a variety of sources and presented in a variety of formats, including written responses to questions, participation in group tasks, presenting information to other groups, and digital presentations.

All of the evidence does not need to come from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Contexts which may be used to generate evidence of successful achievement of the Outcomes of the Unit include:

- ◆ Political and Social: the political and social structures of republican and imperial Rome.
- ◆ Religious, Moral and Cultural: the public and private religious ideas and practices and the interaction of religion, personal morality and identity.

Exemplification of assessment will be 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**

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

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**

- 1.1 Reading
- 1.2 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 of 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:** November 2011 (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.