

Draft National Unit Specification



Unit title: Classical Literature (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the learner's skills in responding to classical literature. Learners will apply their knowledge and understanding of universal human themes and values revealed by literature from either classical Greek or Roman societies.

Learners who complete this Unit will be able to:

- 1 Use a chosen classical text to respond, in a basic way, to universal human themes and values
- 2 Use a chosen classical text to draw on a basic knowledge and understanding of social and moral issues

This Unit is a mandatory Unit of the Classical Studies (National 4) 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 Added Value Unit Specification for the Classical Studies (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Classical Studies (National 4) 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:

- ◆ Access 3 Classical Studies or relevant component Units
- ◆ another social subject
- ◆ Literacy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 a chosen classical text to respond, in a basic way, to universal human themes and values by:**
 - 1.1 Outlining different strands of action and/or themes within a chosen classical text
 - 1.2 Explaining the consequences of actions for individuals and society within a chosen classical text
 - 1.3 Providing a basic conclusion on the text, which compares the values of the classical and modern worlds

Outcome 2

The learner will:

- 2 Use a chosen classical text to draw on a basic knowledge and understanding of social and moral issues by:**
 - 2.1 Outlining, with brief explanations, the intentions of at least one character or a theme within a chosen classical text
 - 2.2 Outlining, with brief explanations, a social and/or moral issue revealed by a chosen classical text
 - 2.3 Providing a basic conclusion on the text, which places the social and moral issues of the classical world in a modern context

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 can be presented in a variety of formats, including participation in group tasks, presenting information to other groups, simple digital presentations and straightforward written responses to questions. All of the evidence does not need to be 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.

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*.

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

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

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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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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