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**Unit title:** Life in Classical Greece (National 4)

**SCQF:** level 4 (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 evaluating the value and reliability of a range of basic sources of evidence from life in classical Greece. Learners will develop knowledge and understanding of aspects of the religious, political, social, moral or cultural values and practices of classical Greek society, in comparison with the modern world.

Learners who complete this Unit will be able to:

- 1 Use a range of basic sources of evidence and evaluate their value or reliability
- 2 Draw on a basic knowledge and understanding of aspects of the religious, political, social, moral and cultural values and practices of classical Greek society, in comparison with the modern world

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 range of basic sources of evidence and evaluate their value or reliability by:**
  - 1.1 Outlining the content of at least two basic sources of evidence
  - 1.2 Presenting, with some accuracy, a basic conclusion on the value or reliability of at least two basic sources of evidence

### Outcome 2

The learner will:

- 2 Draw on a basic knowledge and understanding of aspects of the religious, political, social, moral or cultural values and practices of classical Greek society, by:**
  - 2.1 Outlining, with brief explanations, at least two aspects of the religious, political, social, moral or cultural values and practices of classical Greek society
  - 2.2 Outlining a similarity or a difference between life in classical Greece 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.

Evidence can be presented in a variety of formats, including participation in group tasks, presenting information to other groups, simple digital presentations and basic 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 also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this 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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**Published:** August 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.