

# Draft National Unit Specification



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**Unit title:** Life in the Roman World (National 5)

**SCQF:** level 5 (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 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 a range of straightforward sources of evidence from life in the Roman world, including archaeological evidence, to present a straightforward conclusion about the Roman and modern world
- 2 Draw on a straightforward knowledge and understanding of aspects of the religious, political, social, moral or cultural values and practices in the Roman world, in comparison with the modern world

This Unit is a mandatory Unit of the Classical Studies (National 5) 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*.

## 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 4) or relevant component Units
- ◆ another social subject
- ◆ Literacy (SCQF level 4)

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 straightforward sources of evidence from life in the Roman world, including archaeological evidence, to present a straightforward conclusion about the Roman and the modern world by:**
  - 1.1 Outlining the content of at least two straightforward sources of evidence
  - 1.2 Presenting, with some accuracy, a straightforward conclusion, using at least two straightforward sources of evidence, which compares life in the Roman world with the modern world

### Outcome 2

The learner will:

- 2 Draw on a straightforward knowledge and understanding of aspects of the religious, political, social, moral or cultural values and practices in the Roman world, in comparison with the modern world, by:**
  - 2.1 Outlining, with detailed explanations, at least one aspect of the religious, political, social, moral or cultural values and practices of the Roman world
  - 2.2 Providing a straightforward conclusion on a similarity or difference between the Roman and 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, and 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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**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.