

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Life in the Roman World (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H21S 76

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.



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SCQF: level 6 (6 SCQF credit points)

Unit code: ~~to be advised~~ [H21S 76](#)

Unit outline

The general aim of this Unit is to develop the learner's skills in using sources of evidence, including archaeological evidence, to compare and contrast the classical Roman and modern worlds. Learners will develop in-depth factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in the classical Roman world.

Learners who complete this Unit will be able to:

- 1 Use evidence from life in the Roman world, including archaeological evidence, to compare and contrast the classical Roman and modern worlds
- 2 Apply knowledge and understanding of life in 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 provide 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 *Unit Assessment Support*.

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:

- ◆ National 5 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 Use evidence from life in the Roman world, including archaeological evidence, to compare and contrast the classical Roman and modern worlds, by:**
 - 1.1 Analysing ~~and explaining~~ the content of an archaeological source from the Roman world, in ~~detailed terms~~depth
 - 1.2 Analysing ~~and explaining~~ what the source reveals about life in the Roman world, in depth and ~~explaining~~with reference to relevant theoretical ideas
 - 1.3 Providing a reasoned and well-structured conclusion on a similarity and a difference that the source reveals between life in the classical Roman and modern worlds, in ~~detailed terms~~depth and with an explanation of supporting evidence

Outcome 2

The learner will:

- 2 Apply knowledge and understanding of life in the Roman world, by:**
 - 2.1 Analysing ~~and explaining~~ a key aspect of religious, political, social, moral or cultural life in the Roman world, in depth and ~~explaining~~with reference to relevant theoretical ideas

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 physical artefacts, written, numerical, graphical, audio/visual, pictorial or oral.

Assessment evidence can be drawn from a variety of activities and presented in a variety of format including, for example, presentations, posters, brief written responses to questions, or participation in group tasks. 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, Units or Course as a whole by combining assessment holistically.

Exemplification of assessment is provided in *Unit Assessment Support*. 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

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

Published: April ~~2012~~2014 (version 1.01)

Superclass: ~~to be advised~~FB

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment Standards 1.1, 1.2 and 2.1: replaced 'Analysing and explaining' with 'Analysing'. Assessment Standard 1.2: replaced 'explanation of theoretical ideas' with 'reference to theoretical ideas'. Assessment Standard 1.3: replaced 'in detailed terms' with 'in depth'.	Qualifications Development Manager	April 2014

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

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