

**CLASSICAL STUDIES**  
**Intermediate 1**

**Fifth edition – published March 2003**

**NOTE OF CHANGES TO ARRANGEMENTS  
FIFTH EDITION PUBLISHED MARCH 2003**

**COURSE TITLE:** Classical Studies (Intermediate 1)

**COURSE NUMBER:** C013 10

**National Course Specification:**

Course Details: No changes.

**National Unit Specification:**

All Units: Reduction in evidence requirements.

## National Course Specification

### CLASSICAL STUDIES (INTERMEDIATE 1)

**COURSE NUMBER**                    C013 10

#### COURSE STRUCTURE

This course has three mandatory units as follows:

<b>D076 10</b>	<b><i>Social Aspects of the Classical World – Classical Drama (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D077 10</b>	<b><i>Roman Archaeology and Civilisation (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D078 10</b>	<b><i>Classical Mythology (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- grade 5 or 6 at Standard Grade in Classical Studies or another social subject
- an Access award in one or more social subject units
- an Intermediate 1 course or component unit in another social subject

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#### Administrative Information

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## National Course Specification (cont)

**COURSE**            Classical Studies (Intermediate 1)

### CORE SKILLS

This course gives automatic certification of the following:

<b>Complete core skills for the course</b>	None	
<b>Core skills components for the course</b>	Critical Thinking	Intermediate 1

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Course Specification: course details**

### **COURSE**                      Classical Studies (Intermediate 1)

#### **RATIONALE**

Classical Studies is a study of the ancient civilisations of Greece and Rome, without involving the study of the Greek language or the Latin language. The field of Classical Studies is a rich one which offers a wide variety of learning experiences, particularly in a social context, but also in other fields such as drama and mythology. The subject invites comparisons between Greek and Roman society and with the modern world.

The overall aim of the Intermediate 1 course is to enhance awareness of the classical world, together with awareness of modern society. The differences between ancient and modern society are no less instructive than the similarities. The overall aim will be achieved by a detailed study of any two of the following aspects:

#### **Political structures and systems**

The study of Greek and Roman society reveals not merely the origins but also very instructive models of important issues, for example: democracy and other systems of government; imperialism; and social structures.

#### **Religious values, practices and beliefs**

The classical civilisations gave lucid and coherent expression to many of the timeless concerns of the human condition, for example: theology and the belief in supernatural powers; morality and personal responsibility; and philosophical attitudes.

#### **Social and moral issues**

The texts to be studied encapsulate certain perennial social and moral issues. These issues are as relevant in the modern world as they were in Greek and Roman society.

Classical Studies offers experience in a wide variety of learning skills (especially handling evidence, skills of criticism and evaluation). The examination of two very different societies, and comparison with each other and with the modern world, encourage candidates to work out their own attitudes and values more completely, and to appreciate the extent to which these may differ from those of other people at other times.

Classical Studies contributes to an understanding of the political, historical, social, religious and moral aspects of modern Europe, by providing insights into the roots of Western civilisation and by encouraging a detailed view of the values of very different societies.

Classical Studies also provides a point of departure for other work, for example, comparative literary studies, classical languages, archaeology, medieval studies, modern languages and European studies. Classical Studies at Intermediate 1 level should stimulate or further an interest in the classical world and lead to future study and personal enrichment in many diverse areas of culture and society, both ancient and modern, in later life.

## National Course Specification: course details (cont)

**COURSE**            Classical Studies (Intermediate 1)

### COURSE CONTENT

Three units need to be studied. The following prescription is for the first year of the examination and until further notice.

#### **Classical Drama**

A study, based on the text of Sophocles' *Oedipus the King*. (The play is to be studied in English; no particular translation is prescribed.)

The main aspects to be studied are:

- fate and free will
- identity
- suffering

#### **Roman Archaeology and Civilisation**

A text- and evidence-based study of the effects on tribal society in Britain of the expansionist policies of Rome.

The main aspects to be studied are:

- archaeological techniques and evidence
- the effects of Roman expansionism on tribal society in Britain
- social conditions in Roman Britain
- Roman heritage and contemporary British society

#### **Classical Mythology**

A study of the following myths about Creation and the Afterlife:

**Creation:** From chaos to the birth of the six Olympians.  
Prometheus: the creation of humans; the theft of fire; and his final punishment.  
Pandora.  
Deucalion and Pyrrha and the new race of mankind.

**The Afterlife:** The traditional Underworld, including the Asphodel Fields, Cerberus, Charon, the Elysian Fields, the Furies, Hades and Persephone, Hermes Psychopompos, the Judges of the Dead, the Rivers of the Underworld, the Sinners (Danaiids, Ixion, Sisyphus, Tantalus, Tityus).

**Visitors to Hades:** Orpheus and Eurydice.  
Heracles.  
Odysseus.  
Aeneas.

## **National Course Specification: course details (cont)**

**COURSE**            Classical Studies (Intermediate 1)

### **SKILLS**

The main skills to be developed from the study of this course are:

#### **Knowledge and understanding**

- 1     Communicating knowledge of the work studied.
- 2     Showing understanding of the work studied.

#### **Evaluating**

- 1     Evaluating aspects of ancient Greek and Roman civilisation, with comparisons between the two ancient societies and with modern society.
- 2     Making reasoned statements of personal response in respect of the work studied.

#### **Practical analysis**

- 1     Comprehending, interpreting and comparing sources.
- 2     Identifying issues in sources.
- 3     Assessing the value and reliability of sources.
- 4     Commenting on viewpoint and bias in sources, making judgements and stating conclusions.

### **ASSESSMENT**

To gain the award of the course, the candidate must achieve all the component units of the course, as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

### **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

The external assessment will consist of an examination question paper (1 hour 30 minutes, 50 marks).

Candidates will be required to comment with knowledge and insight on a selection of passages from the prescribed topics (20 marks) and to answer questions, each worth 5 marks, on the prescribed topics (30 marks).

## **National Course Specification: course details (cont)**

**COURSE**            Classical Studies (Intermediate 1)

### **GRADE DESCRIPTIONS**

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

Some candidates will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than another. The response to each question will, therefore, be considered as a whole. The grade descriptions should be considered in relation to specific questions asked.

#### ***Grade C***

For candidates to achieve a Grade C for Intermediate 1 Classical Studies it is necessary that:

- information appropriate to the topic is used to explain a classical issue and to draw a conclusion
- the main points of the sources are understood and sources are evaluated with account taken of their origin, purpose and content

#### ***Grade A***

For candidates to achieve a Grade A for Intermediate 1 Classical Studies it is necessary that:

- there is a coherent and detailed explanation of a classical issue which is organised and linked to a conclusion
- a considerable degree of accuracy, detail and relevance is shown in the evaluation of sources

### **RELATIONSHIP OF THE COURSE TO THE COMPONENT UNITS**

The course consists of three component units, plus an additional 40 hours of study. An external examination tests the candidates' knowledge and understanding of the content covered in all three units and their ability to demonstrate and to integrate skills acquired throughout the course.

The criteria for a Grade C in this course closely reflect the level of competence required for success in the component units. However, the external assessment of the course makes specific additional demands on the candidates.

The external assessment grade descriptions require that candidates demonstrate the ability to integrate the competences demonstrated in the component units of the course. The knowledge and understanding, skills and ability to use concepts which have been acquired during the units must be retained and demonstrated in the answering of unseen questions.

### **APPROACHES TO LEARNING AND TEACHING**

Full details of the suggested approaches are given in the individual unit support notes.



## **National Course Specification: course details (cont)**

**COURSE**            Classical Studies (Intermediate 1)

### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Social Aspects of the Classical World – Classical Drama (Intermediate 1)
<b>NUMBER</b>	D076 10
<b>COURSE</b>	Classical Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop knowledge and understanding of classical drama, through the study in English of the play *Oedipus the King* by Sophocles.

### OUTCOMES

- 1 Show knowledge and understanding of the main elements of the plot and of the social issues raised within the play.
- 2 Evaluate the importance of the main characters and the social issues raised within the play.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- grade 5 or 6 at Standard Grade in Classical Studies or another social subject
- an Access award in one or more social subject units
- an Intermediate 1 course or component unit in another social subject

### CREDIT VALUE

1 credit at Intermediate 1.

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## **National Unit Specification: statement of standards**

### **UNIT**        Social Aspects of the Classical World – Classical Drama (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Show knowledge and understanding of the main elements of the plot and of the social issues raised within the play.

##### **Performance criterion**

- (a) The main elements of the plot are outlined and the social issues are identified correctly.

#### **OUTCOME 2**

Evaluate the importance of the main characters and the social issues raised within the play.

##### **Performance criteria**

- (a) The evaluation of the main characters is detailed and accurate.
- (b) The evaluation of the social issues is detailed and accurate.

##### **Evidence requirements**

Evidence of attainment of the above outcomes can be provided through assessment items related to the outcomes. These items should require mainly short answers. These items will be undertaken as a single assessment event. The assessment must be completed under supervision, and without collaboration, the assistance of notes, or staff advice.

## **National Unit Specification: support notes**

### **UNIT            Social Aspects of the Classical World – Classical Drama (Intermediate 1)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed under Course Content in the Course Details.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### ***Greek tragedy***

The plot should be analysed in a series of steps. Through these, the main characters should be studied in terms of their unfolding personalities and interactions with each other. An understanding of dramatic irony will be important for analysis of both plot and characterisation. There should be scrutiny of the role of the chorus and its effectiveness.

The play should be examined to highlight political and social issues, for example, the conflict between duty to the state and duty to one's family; rights versus responsibilities; gender interaction.

A variety of learning and teaching approaches should be used. Staff should advise, facilitate group or paired work, teach directly and adjust support according to each candidate's need.

Candidates should be encouraged to take a good measure of responsibility for their own learning. Resource-based learning and teaching units for individual study are recommended. Modern translations should be used.

Video recordings explaining the conventions of Greek plays in performance and of the chosen play could be used to help understanding and to prompt discussion. Such discussion and any resulting written work should encourage candidates to explain dramatic techniques; to examine the chain of cause and effect; and to make a personal response to the dilemmas which entrap the main characters. They might pose themselves a series of questions, with guidance where necessary, for example:

- how does one particular character become involved in this situation?
- how are the other characters affected by this character?
- could this character have done otherwise?
- what do you see as the main point of this play?
- does the play have a message for the modern world?

## **National Unit Specification: support notes (cont)**

**UNIT**            Social Aspects of the Classical World – Classical Drama  
                      (Intermediate 1)

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Roman Archaeology and Civilisation (Intermediate 1)
<b>NUMBER</b>	D077 10
<b>COURSE</b>	Classical Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop knowledge and understanding of how archaeology can increase awareness and critical appreciation of Roman civilisation in Britain.

### OUTCOMES

- 1 Demonstrate knowledge of current archaeological practice and types of evidence.
- 2 Demonstrate knowledge and understanding of the impact of Roman civilisation on the native Britons.
- 3 Show critical appreciation of the contribution of heritage sites of Roman Britain to an understanding of Roman civilisation and its contribution to modern society.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- grade 5 or 6 at Standard Grade in Classical Studies or another social subject
- an Access award in one or more social subject units
- an Intermediate 1 course or component unit in another social subject

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## **National Unit Specification: general information (cont)**

**UNIT** Roman Archaeology and Civilisation (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Critical Thinking	Intermediate 1

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).



## **National Unit Specification: statement of standards**

### **UNIT Roman Archaeology and Civilisation (Intermediate 1)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge of current archaeological practice and types of evidence.

##### **Performance criteria**

- (a) The description of archaeological practice is generally correct.
- (b) Limited information on a range of archaeological evidence is provided.

#### **OUTCOME 2**

Demonstrate knowledge and understanding of the impact of Roman civilisation on the native Britons.

##### **Performance criteria**

- (a) There is a basic account of the benefits and harsher aspects of Roman rule.
- (b) The evidence is briefly considered and evaluated.
- (c) The basic account of social conditions and lifestyles utilises evidence from heritage sites.

#### **OUTCOME 3**

Show critical appreciation of the contribution of heritage sites of Roman Britain to an understanding of Roman civilisation and its contribution to modern society.

##### **Performance criteria**

- (a) The evaluation of the contribution of heritage sites to an understanding of Roman civilisation is generally valid.
- (b) The evaluation of the contribution of heritage sites to an understanding of the effect of Romano-British practices on life in contemporary Britain is generally valid.

##### **Evidence requirements**

Evidence of attainment for the above outcomes can be provided through assessment items related to the outcomes. These items should require mainly short answers. These items will be undertaken as a single assessment event. The assessment must be completed under supervision, and without collaboration, the assistance of notes, or staff advice.

## **National Unit Specification: support notes**

### **UNIT Roman Archaeology and Civilisation (Intermediate 1)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed under Course Content in the Course Details.

The main focus of the unit is the study of social conditions in a Romano-British town. Guidebooks and other information on life in a number of Roman towns are readily available. Indeed, more than one town may be studied for comparative purposes.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

A successful approach to the learning and teaching of this unit is dependent on the perception that its aim is to promote, through the study of both archaeological and text-based evidence, knowledge and understanding of life, especially in its social and political aspects, in Roman Britain. This will require an understanding of how archaeology works and the sort of information that it can provide. It will also require an examination of the texts dealing with the Roman invasion and occupation of Britain. To supplement the written material, a range of video support material is available.

Finally, the continuing influence of the Romans on modern British society should be investigated comparatively, either through the study of a particular site, including Hadrian's Wall and the Antonine Wall, as well as the towns, or through an examination of a particular aspect of the social or political experience.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Classical Mythology (Intermediate 1)
<b>NUMBER</b>	D078 10
<b>COURSE</b>	Classical Studies (Intermediate 1)

### SUMMARY

This unit seeks to develop understanding of classical mythology, and to encourage comparisons with the myths and beliefs of other cultures.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of classical myths as a result of study of the three prescribed areas (Creation, The Afterlife, Visitors to Hades).
- 2 Explore and develop the themes and concepts contained within at least one of the myths studied.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- grade 5 or 6 at Standard Grade in Classical Studies or another social subject
- an Access award in one or more social subject units
- an Intermediate 1 course or component unit in another social subject

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Classical Mythology (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**      Classical Mythology (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of classical myths as a result of study of the three prescribed areas (Creation, The Afterlife, Visitors to Hades).

##### **Performance criteria**

- (a) References to the classical myths are accurate.
- (b) A possible meaning of classical myth is outlined clearly.

#### **OUTCOME 2**

Explore and develop the themes and concepts contained within at least one of the myths studied.

##### **Performance criterion**

- (a) A detailed evaluation is given of one of the myths studied.

##### **Evidence requirements**

Evidence of attainment for the above outcomes can be provided through assessment items related to the outcomes. These items should require mainly short answers. These items will be undertaken as a single assessment event. The assessment must be completed under supervision, and without collaboration, the assistance of notes, or staff advice.

## **National Unit Specification: support notes**

### **UNIT        Classical Mythology (Intermediate 1)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content of this unit is detailed under Course Content in the Course Details.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Mythology at this level should be studied in the first instance as a collection of short stories. Only after this stage of the study has been completed should an investigation of possible meanings be done. It should be noted that the meaning of some of the myths can be interpreted in a number of ways.

The next task should be to consider how much information can be deduced about the systems of beliefs in classical societies from the myths which have been studied. A comparison with the beliefs of another culture, either medieval or modern, should also be undertaken.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).