

National Unit Specification: general information

UNIT Investigation (Advanced Higher)

NUMBER D087 13

COURSE Latin (Advanced Higher)

UNIT Investigation (Advanced Higher)

NUMBER D092 13

COURSE Classical Greek (Higher)

SUMMARY

This unit seeks to develop the candidate's ability to investigate in depth an aspect of the Roman or Greek world. The candidate, building upon a base of knowledge and understanding, will develop the skills of interpreting evidence and evaluating. Through such activities, the candidate will also develop the ability to communicate arguments in a reasoned and structured manner and to provide a well-supported and relevant personal response.

OUTCOMES

- 1 Plan and research an investigation of an aspect of the ancient classical world.
- 2 Evaluate evidence, draw comparisons and reach conclusions.
- 3 Communicate findings and present results.

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

UNIT Investigation (Advanced Higher)

RECOMMENDED ENTRY

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

For Latin:

- Higher Latin

For Classical Greek:

- Higher Classical Greek

CREDIT VALUE

Latin

1 credit at Advanced Higher.

Classical Greek

1 credit at Advanced Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Higher
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Core skills components for the unit	None
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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 Investigation (Advanced Higher)

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

Plan and research an investigation of an aspect of the ancient classical world.

Performance criteria

- (a) The plan identifies appropriate aims and methods.
- (b) Evidence related to the chosen aspect is identified and gathered from relevant sources of information, both primary and secondary.

OUTCOME 2

Evaluate evidence, draw comparisons and reach conclusions.

Performance criteria

- (a) A wide range of comparisons is made, with detailed cross-references and with identification of conflicting views.
- (b) Reasoned and detailed conclusions about the main issues are drawn.

OUTCOME 3

Communicate findings and present results.

Performance criteria

- (a) Most of the features of the chosen topic are communicated with detailed elaboration and extension, showing understanding of the topic as a whole.
- (b) The material is presented in a unified, logical and clear manner, which shows a good understanding of the significance of the topic.
- (c) An evaluation of the approaches used, supported by reference to the evidence and sources, is contained in the results.

Evidence requirements

Candidates are required to submit a plan and the list of sources used for their investigation; to select and use appropriate techniques to analyse evidence and draw conclusions, including evaluative comment on the approaches used; and to present their findings using a minimum of 3,000 and not more than 4,000 words. The list of sources may take the form of submitted text notes or work-notes. The findings should provide evidence of achievement of all the learning outcomes and performance criteria of the unit. For Outcome 3, PC (c), the evaluation should include clear reference to the criteria used and the conclusions and/or recommendations reached.

National Unit Specification: support notes

UNIT Investigation (Advanced Higher)

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 topics studied may come from any area of the classical world. A list of suitable topics is given in the Course Arrangements. A candidate may choose a topic not on the list, subject to the approval of the teacher/lecturer. Most candidates may well select from the traditional fields of study. In Latin these are the Republic and Empire; social conditions; literature and language; thought and belief; provincial organisation. In Classical Greek these are literature and language; history; archaeology and art; mythology and religion; philosophy and science. While especially in the latter case it may be difficult to imagine any topic that falls outside these, the point must be stressed that the only limitations here, apart from chronological ones - and even they may span two-and-a-half millennia - are the interest and expertise of candidate and/or teacher/lecturer and the availability of resources. Topics may also compare ancient practice with modern, and Greek with Roman. Distinct and different investigations must be produced for each of Latin, Classical Greek and Classical Studies.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates may require considerable teacher/lecturer guidance when choosing the topic for investigation. While encouraging independent learning and allowing candidates to take responsibility for their own work, the teacher/lecturer should monitor the work of each candidate closely. It will be important to ensure that candidates are aware of the need to plan the investigation, to identify appropriate sources and the evidence they contain, to analyse the evidence carefully and draw reasoned and detailed conclusions, to reflect on and evaluate the approaches used, and to keep accurate notes of all the steps they have taken and the sources used.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The unit requires candidates to complete an investigation. The investigation will lead to the production of a dissertation, which is not itself assessed in the unit assessment but forms part of the external course assessment. The unit assessment focuses on the processes involved in planning, undertaking and reviewing the work of the investigation which leads to the dissertation. Evidence for this unit may take the form of a teacher/lecturer checklist supported by the candidate's account of the findings, which may take the form of a draft dissertation.

The work presented for unit assessment should be of at least 3,000 and not more than 4,000 words. Candidates who are taking the unit by itself may well produce work tending towards the lower limit; while those proceeding to the course may have more at this stage than finally needed. As work-notes are only needed for checking of evidence of sources, their content is not checked for word length. If the work presented for the unit contains footnotes, captions, bibliography, acknowledgements, these will not be counted; nor will verbatim quotation of primary sources.

National Unit Specification: support notes (cont)

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There is no set format, provided that the finished product is comprehensible. This freedom not only caters for candidates with special needs but also reflects the possible width of topics studied: some topics could well be exemplified with an audio- or indeed video-tape presentation.

The unit investigation must contain evidence of planning (aims, methods and any modifications to the plan made during the course of the work). The unit investigation must also contain conclusions and an evaluation of the approaches used (supported by reference to the evidence and sources). For the candidate who is taking the unit by itself, these will be the final conclusions and must be capable of being read as such. For the candidate who is proceeding to the course award, the conclusions may well at this stage foreshadow the final findings but they need not, provided that they indicate likely directions and possibilities. Candidates tend to form judgements too quickly in any case.

There will be evidence of sources used, although at this stage they may be seen in work-notes: those proceeding to the course assessment will have to arrange them in footnotes and bibliography as for the final dissertation. The source evidence must show signs of use of primary sources in themselves and be so noted: they should not be approached by means of secondary sources only. Of course these need not always be literary; they may be artistic, archaeological, epigraphic or numismatic. In a historiographical investigation the primary sources may be historians who would normally be judged secondary sources. By the normal convention of ancient history, primary sources are any produced up until approximately AD 600.

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).