**XSQA**

## Classical Literature

**SCQF:**  level 6 (6 SCQF credit points)

**Unit code:** J23R 76

## Unit outline

The general aim of this Unit is to develop the learner's skills in evaluating universal ideas, themes or values revealed by classical literature. Learners will be required to study classical literature from either classical Greek life or classical Roman worlds. Learners will develop in-depth factual and textual knowledge and understanding of universal ideas, themes or values which link the classical and modern worlds.

Learners who complete this Unit will be able to:

1      Apply knowledge and understanding of classical literature to draw conclusions about universal ideas, themes or values

This Unit is 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 t *Unit Assessment Support*.

## 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 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 Apply knowledge and understanding of classical literature to draw conclusions about universal ideas, themes or values, by:**

1.1 Explaining a strand of action within a classical text and the consequences for the character(s) involved
1.2 Analysing what a text reveals about how an idea, theme or value was viewed in the classical world, in depth and with reference to relevant theoretical ideas
1.3 Evaluating the significance to the world today of an idea, theme or value revealed in a classical text, in depth and 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.

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:**     July 2019 (version 3.0)

**Superclass:**     FC

## History of changes to National Unit Specification

| Version | Description of change | Authorised by | Date |
|---------|----------------------|---------------|------|
| 1.1 | Assessment Standards 1.1 and 1.2: re-written to clarify the level of demand.<br><br>Assessment Standard 1.3: replaced 'explanation of theoretical ideas' with 'reference to theoretical ideas'. | Qualifications Development Manager | April 2014 |
| 2.0 | Level changed from Higher to SCQF level 6. | Qualifications Manager | September 2018 |
| 3.0 | Unit code updated | Qualifications Manager | July 2019 |
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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*.