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## Social Aspects of the Classical World

**SCQF:** level 7 (16 SCQF credit points)

**Unit code:** J29T 77

### Unit outline

The general aim of this Unit is to develop skills to explain, analyse and critically evaluate a wide range of sources of evidence and synthesise information to produce sustained lines of reasoned argument. Learners will develop and apply in depth understanding of the continued impact of classical Greek and Roman societies on the contemporary world.

Learners who complete this Unit will be able to:

- 1 Critically analyse and evaluate sources of evidence about the classical world.
- 2 Use information from a range of sources to structure and sustain lines of argument.
- 3 Apply understanding of the continued impact of classical Greek or Roman societies in the world today.

This Unit available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course/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*.

## **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:

- ◆ Higher 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 *Course/ Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Critically analyse and evaluate sources of evidence about the classical world, by:**
  - 1.1 Explaining, in depth, the content of different sources of evidence about classical Greek or Roman societies
  - 1.2 Analysing, in depth, the meaning and context of sources of evidence about classical Greek or Roman societies
  - 1.3 Evaluating sources of evidence about classical Greek or Roman societies in terms of their origin, purpose, content and context

### Outcome 2

The learner will:

- 2 Use information from a range of sources to structure and sustain lines of argument, by:**
  - 2.1 Using a range of sources of evidence to compare aspects of life in classical Greek or Roman societies with modern society
  - 2.2 Synthesising information from a range of sources of evidence about classical Greek or Roman societies to inform a sustained line of argument
  - 2.3 Expressing a well-structured, reasoned conclusion, supported by evidence, about aspects of life in classical Greek or Roman societies

### Outcome 3

The learner will:

- 3 Apply understanding of the continued impact of classical Greek or Roman societies in the world today, by:**
  - 3.1 Explaining a key value, concept or system of classical Greek or Roman societies, in depth
  - 3.2 Analysing the way in which a key value, concept or system of classical Greek or Roman societies continues to exist in modern society

## 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 written, artefacts (for example archaeological remains, coins or inscriptions), graphical, audio-visual, pictorial or oral.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, essays, written responses to questions and participation in group tasks. Not all of the evidence needs to be produced through one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Course/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**

1.4 Reading

1.5 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 as 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 *Course/Unit Support Notes*.

# Administrative information

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**Published:** July 2019 (version 3.0)

**Superclass:** DB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Amendments to points 2 and 3 in 'Unit outline'. 'Recommended entry' — added 'or relevant component Units'. Outcomes 1, 2 and 3 — Assessment Standards amended to align with Unit assessment support packs, and improve clarity in describing the required standards.	Qualifications Development Manager	April 2015
3.0	Level changed from Advanced Higher to SCQF level 7  Unit code updated	Qualifications Manager	July 2019

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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.

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