



Advanced Higher
Course Assessment
Specification



Advanced Higher Classical Studies Course Assessment Specification (C715 77)

Valid from August 2015

This edition: April 2015, version 1.1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

| | |
|--------------------------------|-----------------------------------|
| Course title: | Advanced Higher Classical Studies |
| SCQF level: | 7 (32 SCQF credit points) |
| Course code: | C715 77 |
| Course assessment code: | X715 77 |

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

| | |
|-------------------------------------|------------------|
| Component 1 — question paper | 100 marks |
| Component 2 — project: dissertation | 50 marks |
| Total marks | 150 marks |

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course/Unit Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess the added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ drawing on, extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and a project
- ◆ demonstrating depth of knowledge and understanding and application of skills in the question paper. This will sample knowledge and understanding from the mandatory content of the Course and will require the application of skills
- ◆ demonstrating challenge and application through independent research related to an appropriate Classical Studies issue, in the project

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and a project-dissertation.

Component 1 — question paper

The purpose of this question paper is to demonstrate depth of knowledge and understanding and application of skills.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ explaining, analysing and critically evaluating sources to compare the classical Greek, Roman and modern worlds
- ◆ analysing, evaluating and synthesising information to structure and sustain lines of argument
- ◆ applying in-depth understanding of the continued impact of classical Greek and Roman societies in the world today

The question paper will be marked out of 100 marks. The question paper has four optional Sections, all worth 100 marks:

- 1 History and Historiography
- 2 Individual and Community
- 3 Heroes and Heroism
- 4 Comedy, Satire and Society

Learners will choose one Section and answer questions in that Section only. Each Section will have two Parts:

- ◆ Part A — Classical Literature (50 marks)
- ◆ Part B — Classical Society (50 marks)

Within each Section, questions will follow the same pattern, for example:

Part A — Classical Literature

- ◆ One 10-mark question requiring analysis of a classical source
- ◆ One 10-mark question requiring evaluation of a classical source
- ◆ One 15-mark question requiring comparison of two or more classical sources
- ◆ One 15-mark source-based question requiring comparison of the classical and modern worlds

Part A will feature classical sources from both Greece and Rome. The 15-mark question requiring comparison of the classical and modern worlds may contain a modern source as a stimulus.

Part B — Classical Society

- ◆ Two 25-mark questions from a choice of four, requiring candidates to analyse, evaluate and synthesise information into a line of argument.

Questions will be drawn from the content described in the 'Further mandatory information on Course coverage' section of this document.

Command words

Command words will be used in a way that aligns with SQA's agreed definitions where appropriate. Command words that will be used include, for example:

- ◆ 'Analyse..' or 'In what ways...'
- ◆ 'Evaluate' or 'To what extent...'
- ◆ 'Compare...'
- ◆ 'How valid is this [statement]' or 'Discuss...'

Scaffolding

Where necessary, questions will be accompanied by appropriate scaffolding which clarifies the demands of the question. Scaffolding will not provide any advice on either the content being sampled, or the structure which a candidate might use in their answer.

Sampling

The question paper will sample from the full range of content outlined in the further mandatory information on course coverage. **The full range of the mandatory content of the Course will be assessed over a number of years.** No pattern will be set for the rotation of mandatory content, meaning that the same content may be assessed in subsequent years. Questions will use the same phraseology as the mandatory content, and candidates will be awarded marks for relevant knowledge and understanding that they use in answering the question. This may vary depending on the focus of learning and teaching in different centres.

Component 2 — project-dissertation

The purpose of this project-dissertation is to demonstrate challenge and application by demonstrating the skills, knowledge and understanding within the context of a complex Classical Studies issue.

The project-dissertation will give learners an opportunity to undertake independent research in order to demonstrate the following skills, knowledge and understanding:

- ◆ justifying an appropriate complex Classical Studies issue for research
- ◆ researching the issue using a wide range of sources of information
- ◆ analysing the issue
- ◆ comparing the classical and modern worlds
- ◆ evaluating the ongoing significance of the classical world
- ◆ synthesising evidence to develop a sustained and coherent line of argument

The project-dissertation will have 50 marks.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 3 hours.

Evidence will be submitted to SQA for external marking. All marking will be quality assured by SQA.

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Controlled assessment — project-dissertation

The project: dissertation will be managed by centres within SQA guidelines and marked by SQA. It will be conducted under some supervision and control. Evidence for assessment will be produced independently by the learner, in time to meet a submission date set by SQA.

Further mandatory information on Course coverage

The following gives details of mandatory knowledge and understanding for the Advanced Higher Classical Studies Course. Course assessment will involve sampling this knowledge and understanding.

Learners will complete one of the following four Sections:

Section 1: History and Historiography

Learners should use the following texts to examine the role of history writing and the aims and methods of writers of history in the classical world:

- ◆ Herodotus, Books 1 and 7
- ◆ Thucydides, Books 1, 7, 4 and 8
- ◆ Polybius, Book 3
- ◆ Livy, *Praefatio* and Book 1
- ◆ Tacitus, *Annals*, Books 1 and 14

In studying these texts, learners will consider the following aspects:

- ◆ attitudes to evidence
- ◆ selection and arrangement of material, including the use of set speeches
- ◆ the relationship of myth and legend to history
- ◆ uses of history, for example as a moral example, or as a political argument
- ◆ the consequences of historical bias and causation

Section 2: Individual and Community

Learners should use the following texts to examine ideas expressed in the classical world concerning the individual and community:

- ◆ Plato, *The Republic*, Books 1–5
- ◆ Aristotle, *Politics*
- ◆ Cicero, *De Officiis* (On Duties)

In studying these texts, learners will consider the following aspects:

- ◆ the organisation of the community and the place of the individual within it
- ◆ the relationship of the weak and the powerful
- ◆ the moral obligations of the individual in society
- ◆ the necessity for social organisation

Section 3: Heroes and Heroism

Learners should use the following texts to consider the qualities which characterise heroism in the classical world:

- ◆ Homer, *Iliad*, Books 1, 6, 22, 24
- ◆ Homer, *Odyssey*, Books 1, 5, 6, 22
- ◆ Euripides, *Trojan Women*
- ◆ Virgil, *Aeneid*, Books 1, 2, 4, 12
- ◆ Ovid, *Heroides*, 1, 3, 7

In studying these texts, learners will consider the following:

- ◆ morality and the hero
- ◆ the changing nature of heroism
- ◆ Greek and Roman views of heroism
- ◆ the hero as role-model
- ◆ the hero and women
- ◆ heroes and anti-heroes

Section 4: Comedy, Satire and Society

Learners should use the following texts to study the nature and limitations of the commentary on society provided by Athenian Old Comedy and Roman Satire:

- ◆ Aristophanes, *Acharnians*, *Knights*, *Clouds*, *Peace*, *Assembly Women*
- ◆ Horace, *Satires*, Book 1 (except 7 and 8) and Book 2 (except 1 and 3)
- ◆ Juvenal, *Satires* 1, 2, 3, 5, 6, 8, 9, 10, 11

In studying these texts, learners will consider the following:

- ◆ literary conventions of comedy and satire
- ◆ politics and war
- ◆ social and political ambition and the corruption of relationships
- ◆ plain living versus luxury
- ◆ relationships and changing values between the sexes
- ◆ quest for peace of mind

Administrative information

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History of changes to Course Assessment Specification

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|---|------------------------------------|------------|
| | 1.1 | <p>Amended information on Course skills, knowledge and understanding Information on Question Paper structure and mark allocations added.</p> <p>Information on command words, sampling and scaffolding added Amended description of coursework skills, knowledge and understanding, to match coursework documents.</p> <p>Amended introduction to the <i>Further Mandatory Information on Course Coverage</i> to improve accuracy.</p> <p>Amended mandatory texts for <i>History and Historiography</i>.</p> <p>'Further mandatory information on Course coverage' — information about Section 2 deleted.</p> | Qualifications Development Manager | April 2015 |
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