Advanced Higher Classical Studies

Course code:	C815 77
Course assessment code:	X815 77
SCQF:	level 7 (32 SCQF credit points)
Valid from:	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information required to deliver the course.

Contents

Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	100	3 hours
Component 2: project–dissertation	50	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Classical Studies course or equivalent qualifications and/or experience prior to starting this course.	♦ degree courses in social subjects and social sciences or related areas ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across both course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course provides an opportunity for candidates to experience an in-depth and academic study of the classical world. The course provides a thorough understanding of many of the values, beliefs and ideas of the classical world, which underpin those of the contemporary world. This depth of understanding of the continued significance and impact of the classical world, along with high-level skills of analysis, evaluation and synthesis, develops candidates' skills and knowledge.

The course enables candidates to deal extensively with universal ideas, themes and values which link the classical and modern worlds. They develop a depth of understanding and appreciation for a variety of beliefs and world views. The two very different societies of classical Greece and the classical Roman world are examined and compared with later times. Through this, candidates develop an understanding of their own attitudes and values, and learn to appreciate the extent to which these may differ from those of other people at other times.

The course enables candidates to demonstrate autonomy in their learning through researching and extended writing. They have the opportunity to develop skills in debate and discussion. Candidates research information with a view to developing and presenting reasoned and well-structured arguments; synthesise information from a wide range and variety of sources; express complex ideas clearly; analyse and evaluate complex information; and present clear arguments and conclusions.

Purpose and aims

The course enhances candidates' awareness of the classical world. By making comparisons between Greek and Roman societies and the modern world, candidates gain an understanding of the classical basis of many values, concepts and systems which underpin our modern society. Through this understanding they have an opportunity to appreciate the extent to which the attitudes and values of the contemporary world have evolved over time.

The course draws on aspects of history, languages, philosophy and literature, applying these to an understanding of how religious, political, social, moral and cultural aspects of the classical world continue to have an impact on human identity today.

The course aims to enable candidates to:

♦ develop a self-directed approach to learning and research
♦ analyse and evaluate sources
♦ synthesise information to create responses to the issues raised by studying the classical world

- develop in-depth knowledge and understanding of the religious, political, social, moral and cultural aspects of life in classical Greek and Roman societies
- develop understanding of the classical origins of many values, concepts and systems of the contemporary world
- develop higher-order thinking skills by carrying out independent research into an aspect of the classical world

There is no requirement to study the Greek or Latin languages.

Who is this course for?

This course is suitable for a range of candidates, including those who wish to achieve a greater understanding of the classical and modern worlds, and candidates who wish to progress to more specialised higher education in the subject or related disciplines.

The course is particularly suitable for candidates who may progress to degree courses and careers in humanities, social sciences, law and languages. Potential career pathways are diverse and include education, law, management and public administration.

Course content

The course consists of four optional areas of study. Candidates choose one area of study, allowing for personalisation and choice:

♦ History and historiography
♦ Individual and community
♦ Heroes and heroism
♦ Comedy, satire and society

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ analysing, evaluating and synthesising evidence from a wide range of sources
♦ structuring and sustaining detailed lines of argument
♦ evaluating some of the religious, political, social, moral or cultural aspects of ancient Greek and Roman civilisation
♦ comparing and contrasting classical Greek and Roman societies with later times
♦ justifying appropriate research issues
♦ planning a programme of research
♦ researching, collecting and recording information
♦ explaining approaches to organising, presenting and referencing findings
♦ using appropriate referencing conventions
♦ in-depth knowledge and understanding of universal human themes and values which have a continuing impact on contemporary society
♦ in-depth knowledge and understanding of classical sources

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Question paper

In the question paper, candidates choose one of the following four sections:

Section 1: History and historiography

Candidates 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, 4, 7 and 8
♦ Polybius, Book 3
♦ Livy, *Praefatio* and Book 1
♦ Tacitus, *Annals*, Books 1 and 14

In studying these texts, candidates 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

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

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

In studying these texts, candidates 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

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

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

In studying these texts, candidates 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

Candidates 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*, and *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 and 11

In studying these texts, candidates 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

Project–dissertation

Candidates choose a complex classical studies issue. Their choice is not constrained by the content of the question paper.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and are available on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

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

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ 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 enables candidates to:

♦ draw on, extend and apply the skills, knowledge and understanding acquired during the course
♦ demonstrate depth of knowledge and understanding, and application of skills
♦ demonstrate challenge and application through independent research related to an appropriate classical studies issue

Course assessment structure: question paper

Question paper   100 marks

The question paper has 100 marks out of a total of 150 marks for the course assessment.

The question paper draws on the skills, knowledge and understanding acquired during the course.

It allows candidates to:

♦ explain, analyse and critically evaluate sources to compare the classical Greek, Roman and modern worlds
♦ analyse, evaluate and synthesise information to structure and sustain lines of argument
♦ apply in-depth understanding of the continued relevance of classical Greek and Roman societies in the world today

The question paper has four optional sections, all worth 100 marks. Candidates choose one section and answer questions in that section only:

♦ History and historiography
♦ Individual and community
♦ Heroes and heroism
♦ Comedy, satire and society

Each section has two parts:

♦ Part A — Classical literature (50 marks)
♦ Part B — Classical society (50 marks)

In each section, questions follow the same pattern, for example:

Part A — Classical literature
♦ one 10-mark question, requiring candidates to analyse a classical source
♦ one 10-mark question, requiring candidates to evaluate a classical source
♦ one 15-mark question, requiring candidates to compare two classical sources
♦ one 15-mark source-based question, requiring candidates to compare the classical and modern worlds

Command words include, for example:

♦ 'Analyse..' or 'In what ways...' to denote an analytical response
♦ 'Evaluate' or 'To what extent...' to denote an evaluative response
♦ 'Compare...' to denote a comparative response
♦ 'How valid is this [statement]' or 'Discuss…' to denote a response integrating analysis, evaluation and a line of argument

Part A features classical sources from both Greece and Rome. One 15-mark question requires candidates to compare the classical and modern worlds and will 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 are drawn from the content described in the 'Skills, knowledge and understanding for the course assessment' section.

Setting, conducting and marking the question paper

SQA sets and marks the question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 3 hours to complete the question paper.

All marking is quality assured by SQA.

Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers. The specimen papers also include marking instructions.

Course assessment structure: project–dissertation

Project–dissertation   50 marks

The project–dissertation has 50 marks out of a total of 150 marks for the course assessment.

The project–dissertation enables candidates to demonstrate their skills, knowledge and understanding by undertaking independent research into a complex classical studies issue.

Project–dissertation overview

The project–dissertation allows candidates 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 world and later times
♦ evaluating the classical world
♦ synthesising evidence to develop a sustained and coherent line of argument

Setting, conducting and marking the project–dissertation

Candidates choose an appropriate complex classical studies issue and:

♦ research the issue
♦ analyse and synthesise evidence
♦ show detailed knowledge and understanding of the issue
♦ evaluate the significance of the classical world
♦ compare the classical world with later times
♦ develop a sustained and coherent line of argument with a reasoned conclusion

Teachers and lecturers should provide reasonable guidance on the types of issues which enable candidates to meet all the requirements of the project–dissertation. Teachers and lecturers may provide feedback to candidates on plans and initial drafts, as well as the likely availability and accessibility of resources for their chosen issue.

Candidates should work on their project–dissertation with minimum support from the teacher or lecturer.

The project–dissertation is managed by centres within SQA guidelines and is conducted under some supervision and control. Candidates produce the evidence for assessment independently, in time to meet a submission date set by SQA.

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

Assessment conditions

Time

The assessment is carried out over a period of time. Candidates should start at an appropriate point in the course, allowing sufficient time to carry out research.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is their own work.

The project–dissertation is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers should put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

♦ regular checkpoint and/or progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity and/or progress

Teacher and lecturer comments on the selection of a topic and title are appropriate before the candidate starts the task. Once work on the assessment has begun, all the candidate's work must be their own**.**

Group work approaches are acceptable during the research phase of the project–dissertation. However, the completed project–dissertation must be the candidate's own work.

Candidates may seek clarification regarding the wording or instructions for the dissertation task if they find them unclear. In this case, the clarification should normally be given to the whole class.

Teachers and lecturers may provide input and advice in order to allow candidates to progress to the next stages of the assessment. The assistance provided must be recorded so that the candidate's own planning work can be marked and judged fairly.

Resources

There are no restrictions on the resources to which candidates may have access.

Reasonable assistance

Centres must ensure that each candidate's evidence for their project–dissertation is their own work. However, reasonable assistance may be provided. The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment, or they may have been entered for the wrong level of qualification.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates, for example, advice on how to develop a project plan. Teachers and lecturers can also give reasonable assistance to candidates on an individual basis.

When assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment. Teachers and lecturers must be aware that this should not go beyond reasonable assistance.

Evidence to be gathered

The following evidence is required for this assessment:

♦ candidate's completed project–dissertation

Volume

The word count for the project–dissertation is between 3,000 and 4,000 words (excluding references and appendices). Candidates must submit the word count with the completed project–dissertation.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for both course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

♦ [Advanced Higher Classical Studies subject page](#)
♦ [Assessment arrangements web page](#)
♦ [Building the Curriculum 3–5](#)
♦ [Guide to Assessment](#)
♦ [Guidance on conditions of assessment for coursework](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
♦ [Educational Research Reports](#)
♦ [SQA Guidelines on e-assessment for Schools](#)
♦ [SQA e-assessment web page](#)
♦ [SCQF website: framework, level descriptors and SCQF Handbook](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Please read these course support notes in conjunction with the course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides advice and guidance about skills, knowledge and understanding that teachers and lecturers could include in the course. Teachers and lecturers have considerable flexibility to select contexts that stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to the course specification for the skills, knowledge and understanding for the course and course assessment.

Teachers and lecturers should make candidates aware of the skills they are developing and of the transferability of them. Transferable skills help candidates with further study and to enhance their personal effectiveness.

Candidates need support and guidance to develop study skills and learning strategies. Teachers and lecturers should encourage them to participate in their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of co-operative learning, peer support and peer feedback can be substantial and should be encouraged. This can be supported by using information and communication technology (ICT).

The 'Approaches to learning and teaching' section provides suggested activities that teachers and lecturers can build into the course delivery to develop skills, knowledge and understanding.

Approaches to learning and teaching

At Advanced Higher level, candidates begin to develop the ability to work independently. Teachers and lecturers should encourage candidates to use an enquiring, critical and problem-solving approach to their learning. Candidates have the opportunity to practise and develop research and investigation skills, and higher order evaluation and analytical skills. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level.

Candidates might engage in a variety of learning activities as appropriate, including:

♦ researching information rather than receiving information from their teacher or lecturer
♦ using case studies

- engaging in independent reading
- recording the results of research from different sources
- presenting findings and conclusions to a group
- participating in group work with peers and using collaborative learning opportunities to develop teamworking
- participating in informed debate and discussion
- drawing conclusions from complex information
- participating in field trips and visits

Teachers and lecturers should support candidates by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out in groups and, where this applies, candidates could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning and allow candidates to have choices in approaches to learning and teaching. The flexibility in Advanced Higher courses, and the independence with which candidates carry out the work, enables this. Teachers and lecturers should use inclusive approaches to learning and teaching, and can do this by using a variety of learning and teaching strategies which suit the needs of all candidates.

Question paper

Detailed support about the question paper is given in the specimen question paper and accompanying marking instructions. The specimen question paper gives an indication of question types for future question papers. The marking instructions document gives general marking principles, mark allocations, marking criteria and detailed marking instructions.

Detailed support and guidance on the project–dissertation is given in the project–dissertation assessment task. The assessment task document contains information for candidates as well as general marking principles, mark allocations, marking criteria and detailed marking instructions.

Both documents are available on the Advanced Higher Classical Studies subject page on SQA's website.

The following table provides additional guidance on potential areas of teaching and learning. The left column describes the skills, knowledge and understanding for the course assessment. The right column describes examples of how this content might be covered, and is intended as guidance only.

Skills, knowledge and understanding for the course assessment	Example approach
Section 1: History and historiography	
Candidates 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, 4, 7 and 8 ♦ Polybius, Book 3 ♦ Livy, *Praefatio* and Book 1 ♦ Tacitus, *Annals*, Books 1 and 14 In studying these texts, candidates 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	It may be helpful for teachers and lecturers and candidates to study the course content by reading the prescribed books together to ensure candidates are familiar with the events of the prescribed texts. Candidates may benefit from teachers and lecturers drawing attention to how the texts illustrate themes of study as they are reading the books. The scheme below gives some ideas of how to structure study. **Attitudes to evidence** Before beginning detailed study of each text, it would be useful to survey the different attitudes of the authors: ♦ Herodotus records and includes as wide a range as he can from as many sources as possible leading to regular digressions ♦ Thucydides uses his sources to form a focused narrative and offers his own analytical comment on the evidence ♦ Polybius values a wide range of sources such as official records, previous historians, witnesses, and geographical study, commenting on discrepancies where they cannot be resolved ♦ Livy prefers to use previous historians and embellishes when he feels necessary ♦ Tacitus relies on his own experiences to interpret official sources and histories

	Selection and arrangement of material, including the use of set speeches
	♦ help candidates understand why books are structured in different ways. For example, why are Livy and Tacitus largely chronological narratives? Why does Herodotus appear to digress so much? Why does Polybius insert the analysis of treaties where he does?
	♦ analyse what is communicated in set speeches by each author — very often these are how the historians insert their interpretations
	♦ look closely at Thucydides' description of his approach and assess what it may mean and how far it may apply to all the authors
	The relationship of myth and legend to history
	♦ help candidates see history within the myths and work out why history may be written as myth and, at times, why myth and legend may be written as history
	Uses of history, for example as a moral example or as a political argument
	♦ help candidates appreciate that all histories are written for a purpose
	♦ ensure candidates realise that what is included in a history is a fraction of what happened, so always ask, 'Why is this preserved?'
	♦ take pieces of each historian as exemplars of moral or political argument — guide candidates as they search for their own examples
	The consequences of historical bias and causation
	♦ make candidates aware that events can be reported accurately but the meaning historians give to the events may vary

	♦ forcing an idea of a particular cause onto events may lead to different interpretations of why things happened as they did, for example, Thucydides is convinced that Spartans were motivated by fear of Athenian power
	♦ assuming a particular view of a character of people may also lead to biased interpretations of their actions, for example, Tacitus always attributes dishonest motives to Tiberius and his family

Skills, knowledge and understanding for the course assessment	Example approach
Section 2: Individual and community	
Candidates use the following texts to examine ideas expressed in the classical world concerning the individual and community: ♦ Plato, *Republic*, Books 1–5 ♦ Aristotle, *Politics* ♦ Cicero, *De Officiis (On Duties)* In studying these texts, candidates 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	It may be helpful for teachers and lecturers and candidates to study the course content by reading the prescribed books together to ensure familiarity with the events of the prescribed texts. Candidates may benefit from teachers and lecturers drawing attention to how the texts illustrate themes of study as they are reading the books. The scheme below gives some ideas of how to structure study. **Plato** ♦ eutopia — encourage candidates to consider what this would be and how we would know we had found it ♦ questioning the nature of justice and injustice — candidates should try to examine how these concepts are defined by each philosopher, how far their views are justified by what they say, and consider where they can be challenged ♦ virtue — does Plato make clear what he means by this and how far would it meet a modern understanding of virtue? ♦ education of all members in the society — ask candidates to evaluate this from the perspectives of: — intention — immediate usefulness — long-term consequences ♦ candidates should consider how education would have an impact on attitudes to virtue and justice ♦ equality of the sexes — help candidates to form a clear judgement on how far Plato

	addresses this and how he differs from Aristotle's position
	Aristotle ♦ relationship between the individual and the state — compare the political community with the household ♦ human behaviour and citizenship — assess how clearly Aristotle defines these concepts and view them in contrast to Plato in *Republic* ♦ constitutional government, democracy and tyranny — explore the nature of Aristotle's possible states, making clear the positives and negatives of each ♦ consider how the slide into the bad versions of government happen and decide whether Aristotle or Plato present ways of preventing this **Cicero** ♦ obligations of the individual — assess how far Cicero's reasoning can be generalised in his own time and in ours ♦ honour and expedience — help candidates gain a clear understanding of how Cicero balances these ♦ experience as a politician — spend some time on the historical context of *On Duties* to help candidates appreciate the point of Cicero's use of references

Skills, knowledge and understanding for the course assessment	Example approach
Section 3: Heroes and heroism	

Candidates use the following texts to consider the qualities which characterise heroism in the classical world:
 	
♦ Homer, *Iliad*, Books 1, 6, 22 and 24
♦ Homer, *Odyssey*, Books 1, 5, 6 and 22
♦ Euripides, *Trojan Women*
♦ Virgil, *Aeneid*, Books 1, 2, 4 and 12
♦ Ovid, *Heroides*, 1, 3 and 7
 	
In studying these texts, candidates 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
	It may be helpful for teachers and lecturers and candidates to study the course content by reading the prescribed books together to ensure familiarity with the events of the prescribed texts.
	
	Candidates may benefit from teachers and lecturers drawing attention to how the texts illustrate themes of study as they are reading the books. The scheme below gives some ideas of how to structure study.
	
	Morality and the hero
	♦ think about the moral codes which heroes seem to be acting on
	♦ consider the role of the gods and fate in the lives of the heroes — what morals do they seem to put in place for the heroic world?
	♦ think about examples in the texts where characters are talking about justice, mercy and other moral issues — how do they make their moral decisions and how does this compare with moral attitudes today?
	♦ what do we, in the modern world, base our moral judgements on?:
	  — consequences
	  — duties
	  — blood loyalties
	  — class loyalties
	  — religious commands
	
	The changing nature of heroism
	♦ help candidates to recognise how, over time, the texts they study shift emphasis to different heroic values, or become more critical of heroic values

	♦ pay close attention to *Trojan Women* and *Heroides* when looking for alternative viewpoints to traditional ideas of heroism and its worth
	♦ consider the signs of a move from a 'shame culture' in the Homeric epics to more of a 'guilt culture' in the *Aeneid*
	Greek and Roman views of heroism
	♦ the following characteristics and values of heroism are displayed throughout the prescribed texts:
	— honour
	— glory
	— courage
	— excellence
	— violence
	— endurance
	— cunning
	— hospitality
	— respect
	— duty
	— guest-friendship
	— divine favour
	— class or family
	— gender
	♦ make sure candidates are able to distinguish which qualities are prioritised in different texts
	The hero as role model
	♦ a close knowledge of the words and deeds of all the heroes in the texts enables candidates to comment effectively on how they provide a role model for classical views in both Greece and Rome
	The hero and women
	♦ consider how women are affected by characters following heroic values
	♦ make sure candidates can discuss the ways in which women behave in heroic society as shown in the

	prescribed texts, and what this tells us about how heroic values affected their lives ♦ think about mortals and immortals when considering gender issues ♦ pay close attention to the attitudes expressed in *Trojan Women* and *Heroides* **Heroes and anti-heroes** ♦ make sure candidates understand what is meant by the term anti-hero ♦ think about the actions and feelings of the lead characters in the prescribed texts, and try to balance up their heroic or anti-heroic qualities

Skills, knowledge and understanding for the course assessment	Example approach
Section 4: Comedy, satire and society	

Candidates 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* and *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 and 11
 	
In studying these texts, candidates 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
	It may be helpful for teachers and lecturers and candidates to study the course content by reading the prescribed books together to ensure familiarity with the events of the prescribed texts.
	
	Candidates may benefit from teachers and lecturers drawing attention to how the texts illustrate themes of study as they are reading the books. The scheme below gives some ideas of how to structure study.
	
	Literary conventions of comedy and satire
	♦ when reading, draw attention to areas in the texts which exhibit conventional features, such as:
	  — exaggeration
	  — stereotypical characters
	  — abuse
	  — opportunities for jokes
	  — irony
	  — oversimplification
	  — fantastical plot points
	  — allegory
	♦ make sure candidates realise they must evaluate how far the **need** for the authors to use these conventions may (or may not) affect their truthfulness
	
	Politics and war
	♦ while reading Aristophanes, help candidates to understand the historical background of the Peloponnesian War
	♦ show candidates the geography as well as the history of the struggle

	♦ spend time looking at the representations of real people(s) in the plays and try to find reasons for presenting them as they are in the plays, for example:
	— Demosthenes
	— Nicias
	— the Persians
	— the Acharnians
	— Cleon
	♦ candidates should refresh their understanding of Athenian political life
	Social and political ambition and the corruption of relationships
	♦ help candidates to appreciate the range of different corruptions which are shown and their effects, for example:
	— to continue the war
	— to gain political power
	— to gain wealth
	♦ *Clouds* shows the corruption of education to create demagogues and rhetoricians
	♦ spend some time looking at the social values in *Clouds* and how they are being distorted to make points about Athenian society
	♦ both Juvenal and Horace include criticism of ambition and point to how it corrupts. They often use specific examples from history
	Plain living versus luxury
	♦ draw attention to elements of the texts where this is a fundamental concern to the authors and help candidates to consider what deeper messages about society may be communicated
	♦ Horace and Juvenal reference the extravagance of dinner parties — encourage candidates to look for deeper messages in these

	Relationships and changing values between the sexes
	♦ look for how recognisable relationships such as father-son and husband-wife are represented by the different authors, and lead candidates in comparative work to understand them
	Quest for peace of mind
	♦ this is a topic largely focused on in the *Satires*, though it is interesting to see where messages in Aristophanes touch on it
	♦ issues of Stoic and Epicurean thought should be considered in relation to these texts

Project–dissertation

An appropriate issue for study for the project–dissertation is one that requires analysis and qualitative judgement, rather than a descriptive and narrative approach. The issue may be worded as a question, statement, or a description of the area of study, and should challenge candidates to provide a convincing overall conclusion to the issue(s) raised. A suitable issue is likely to result in a number of subsidiary questions, or sub-issues, which need to be considered in order to reach an overall conclusion providing a robust synthesis and a qualitative judgement.

An appropriate complex issue is also one which enables candidates to interrogate differing perspectives or points of view. In some areas this may encompass significant debate — including major differences in the interpretation of developments within the classical world, or different perspectives on the impact or significance of different historical events.

Issues that invite evaluation, analysis and synthesis may be approached in one of the following ways, although these approaches are not mandatory:

♦ How successful is… or was… or are…?
♦ To what extent can… or do… or should…?
♦ How far can… or do… or should…?
♦ How justified is the view…?
♦ A comparative analysis of… and …
♦ How important is…?

When candidates choose an issue or question, it may be helpful for a discussion to take place between the candidate and their teacher or lecturer regarding the scope of the project, with some initial discussion of the possible sub-issues which the candidate will need to consider. At this stage, the availability of relevant resources should also be considered.

This might involve, for example, reading further primary sources, examining archaeological remains, and reading online chapters or articles from journals or other similar sources. Teachers and lecturers may need to help candidates identify suitable background reading at this early stage, as well as establishing a timeframe for completion.

Making decisions about the way in which the chosen issue is tackled

Candidates should ensure that they consider a sensible range of factors, views or outcomes, and that concentrating on an isolated factor, view or outcome does not prevent them from considering alternative explanations. Candidates may find it helpful to create a mind map of possible issues at this stage. Alternatively, they could make a presentation to their peers, followed by an open debate during which other candidates contribute possible alternative approaches and interpretations.

To ensure that the approach taken is sufficiently in-depth, it may be useful for candidates to include no more than three or four main issues in the final plan. This may mean combining some smaller issues into a single overarching issue, or justifying the exclusion of some relatively minor issues. Mind mapping can be useful in suggesting how subsidiary issues relate to each other and to the overall chosen issue. Candidates should be discerning about

which information they choose to include, and show their critical thinking skills by explaining why they are using or rejecting particular points.

Good planning is essential to researching the chosen issue as it provides a structured focus for collecting information. However, candidates may need to modify their plan, for example if new evidence emerges or they wish to change the focus of their research. This is an integral part of planning a programme of research, and candidates should recognise that this need to amend elements of the original plan is a valid aspect of almost all independent research.

Identifying a suitable range of resources

Researching classical issues at Advanced Higher level should involve a wide range of academic reading and it is therefore important that candidates plan ahead to ensure that the resources they need are available when they need them. The starting point is likely to be resources held within the department, but school, college and public libraries may also be able to help candidates to access resources. Some university libraries provide reference facilities to Advanced Higher candidates.

Sources of evidence might include print and online journals or newspapers, press articles or press releases, and blogs.

For some issues there are published works and candidates may need teacher or lecturer guidance to help them select appropriate reading. Candidates may also need help to distinguish between school textbooks (or books written for the general reader) and those written by academics with specialist knowledge of the issue. Candidates should consult a wide range of academic work. They should be able to recognise that different approaches and perspectives on classical themes and events may involve subtly different interpretations of events or ideas, requiring careful reading.

Different subject disciplines use different research methods to create new knowledge and candidates should be aware of some of these differences, for example the differences between qualitative and quantitative data. Research methodology shapes thinking so this helps candidates to 'think like' or 'think within' this particular subject discipline. This allows candidates to become competent, critical users of information.

Candidates could keep a log as they go through the research process. They could record sources they have used, the author, title, page references, publication date and publisher.

Agreeing key deadline dates for the completion of the different stages involved in researching the issue

Some candidates may find the process of researching independently a challenge. Therefore it may be helpful for them to agree progress review dates with their teacher or lecturer. Key dates might include:

♦ selecting an issue
♦ completing a plan
♦ reviews or discussions about collecting and recording evidence
♦ submission date for a first draft of the project–dissertation

♦ submission date for the final version of the project–dissertation, possibly a few days before SQA's deadline date

Candidates could keep copies of planning notes, a written plan, a mind map, discussion notes, or a recording of a discussion or interview. The 'Example checklist' provided in this document suggests one way of recording when progress checks have taken place.

Some candidates find it helpful to focus research on one aspect of the chosen issue at a time, rather than attempting to research, collect and record information relating to the whole issue at the same time. For example, where the chosen issue involves an isolated factor, candidates may choose to start with research focused on this aspect of the issue. Researching one aspect at a time can help to break the task up into more manageable sections and facilitates periodic reviews of progress. Candidates could use a progress review sheet to support this process.

Once they have identified a starting point, candidates should decide how best to record the information they gather. For many, typed or handwritten notes are the most straightforward way of doing this. Although many candidates might have had some prior experience of collecting and recording information, teachers and lecturers should emphasise that it is good practice to:

♦ use the table of contents or index to identify sections relevant to the issue being studied
♦ skim-read to identify the most important and relevant material
♦ be aware that many academics summarise their arguments at the end of a section or chapter — alternatively, their views may be outlined in the introduction or in the conclusion to the book or article

Candidates could complete a simple task by following the steps outlined in the list below to become familiar with different sources of information and bibliographic formats. Teachers or lecturers could provide candidates with a short guide to conducting research and observing ethical standards in research to help them realise the importance of acknowledging sources and/or using sensitive information.

Collecting and recording information

There is no single, approved way of collecting and recording information, but the following advice may be useful:

♦ Note the author and title of the book or article being consulted. If a published work, record the date of publication.
♦ If the information is from an online source, note the URL and the date of access.
♦ Summarise relevant factual evidence briefly, noting page references. By summarising, rather than quoting directly, candidates save time and avoid unintended plagiarism. There is no need to write in sentences and abbreviations can speed up the note-making process, although it is important that candidates can subsequently make sense of the notes they have taken.
♦ Record statements of the author's views by using phrases such as 'According to Singer, "…".' The recording of **brief** direct quotations may be helpful but these should be limited

to a few words or phrases. Lengthy quotations are unhelpful. Candidates should note page references of views and quotations to enable referencing at a later stage.

Academics often refer to the views or evidence cited by other academics. Noting references to these may help candidates understand more about different academic interpretations, and aid the development of a convincing line of argument at a later stage.

Checks on progress could take the form of a discussion between the candidate and their teacher or lecturer; peer-review; or an individual presentation to the group. In any discussion of progress made, it may be helpful for the teacher or lecturer to make sure that the candidate is using evidence analytically and that a line of argument is emerging.

Note-taking and using sources

In the project–dissertation, candidates need to consider a range of information to identify patterns, themes, trends, exceptions and so on. Pictures, archaeological artefacts, coins, maps, tables of statistics and written sources may all be relevant, and teachers and lecturers can encourage candidates to look closely and to pick out what is relevant to their chosen issue. It is important that, having analysed the information and identified the viewpoints presented in the sources, candidates take a critical view of the details they have collected. This includes evaluating the validity of the information presented, and making a judgement on the interpretative perspective of the sources, where relevant.

When using and reviewing sources, teachers and lecturers should remind candidates to consider:

♦ the **author's** level of expertise — how much did or does the author know about the issue?
♦ **bias** or point of view, but only if the words of the source do actually show bias
♦ the **purpose** of the source — this is important when it comes to assessing reliability. Is it to persuade, to inform, to develop, to reject? Who are or were the intended readers or viewers?
♦ the **date** of the source
♦ the **context** in which the source was written

One more test of the value of a source is the extent to which it is supported or contradicted by other sources. Sources can be thought of as pieces of jigsaw; they are much more valuable in building up a complete picture if they fit in with other sources. Teachers and lecturers should encourage candidates to use sources to develop and support their arguments because this strengthens their line of argument. Proper referencing of sources also helps candidates avoid plagiarism. Identifying sources helps the reader to see the range of sources used.

Candidates should evaluate academic writing critically, and use their own understanding and critical thinking skills to interrogate the sources they use. Teachers and lecturers should help candidates to realise that knowledge is usually subjective and that, within the social subjects, 'truth' is often influenced by context, perception and circumstances.

The following questions can help candidates make judgements about a source and help develop skills of critical analysis:

♦ How relevant is the source to my question or issue?
♦ What is the evidence used in this source to support this conclusion?
♦ Which of these pieces of evidence does this source regard as decisive?
♦ Is it justifiable to draw the conclusion from the evidence as this source does?
♦ Does this source give less weight to, or ignore altogether, other pieces of evidence that have a bearing on the issue?
♦ How does this argument compare with the rival arguments of other sources which have been similarly evaluated?

Any source should always be carefully evaluated. Candidates may find it useful to apply the following questions when reading sources:

♦ Is the author a serious and respected scholar?
♦ Is the publisher or website politically neutral or is it linked to or sponsored by some political cause?
♦ Is the website managed by some responsible academic institution — typically a university or a national archive?
♦ Does the work include any apparatus of scholarship (references, footnotes or bibliography)?
♦ Does the design of the website or publication suggest that the digital special effects are more important than the words on the screen?

The following exercise might help candidates develop these skills:

♦ Teachers or lecturers give candidates a text and ask them to identify the main line of reasoning used. Candidates critically evaluate that line of reasoning by highlighting statements which prove the argument or undermine it. They identify any sub-text or relevant information which is missing that might lead the reader to an alternative conclusion. Candidates discuss how reliable the sources are in the text and whether the data is up to date. Teachers or lecturers ask if candidates reach the same conclusions as the writer.

Organising and referencing

A key issue in communicating the ideas synthesised from research is to be able to structure the findings appropriately. This normally involves laying out various sub-issues relevant to the question in a logical manner, which develops a clear line of argument, and leads to a conclusion which can be supported. This may mean going into detail on the various areas. These might include:

♦ matters of precise definition that arise from the issue
♦ alternative interpretations that have been produced by different academics or academic traditions

- detailed analysis of particular pieces of evidence that have a substantial bearing on the issue
- a wide-ranging consideration of all aspects of the issue

It may be appropriate for candidates to use sub-sections to manage their content. These sub-sections normally arise from the sub-issues identified at the planning stage, but are not a requirement. Successful use of sub-sections often depends on the following:

- keeping sections to an appropriate number
- linking sub-sections together coherently

Candidates should use formal language and tone when writing. For example, instead of candidates using phrases like, 'I think that…', it may be more appropriate for them to express themselves in a more academic way, for example, 'this evidence is used to support and elaborate on…'.

Presenting

Candidates should consider the following conventions when making an academic presentation:

- A dissertation requires use of controlled language. Candidates should develop the skill of presenting an argument or making a point thoughtfully and clearly.
- Main text should be clear and uncluttered.
- Findings should be presented according to task requirements, for example page numbering and word counts.
- Footnotes should contain supplementary information only — they are not part of the body of the dissertation.
- Text contained in diagrams may be smaller or larger but must be legible.

Referencing

Candidates should use appropriate referencing conventions. Candidates should be accurate in their references and use a consistent format throughout their dissertation. For example:

- All quotations should be referenced.
- Specific facts, such as statistics, should usually be referenced unless they are common to all books on the subject.
- If a paragraph is based in its entirety on one book, then the book should be referenced, even if there is no direct quotation.

Footnotes

- Footnotes should include page or line numbers unless it is an online resource without pages.
- Captions for images should include the name of the work, artist, date and current location (museum or catalogue number).
- When referring to a single page, use p 21 but for multiple pages, use pp 21–31, 45.

- The first time anything is cited in a footnote, give its full publication details in the same way as in the bibliography. The only difference is in the order of their name and the page reference at the end:

  E. D'Ambra *Roman Art in Context; An Anthology* (Prentice-Hall, New Jersey 1993) pp 45–48

When a source is cited again in later footnote(s), do not repeat all this information:

- Keep it simple and consistent.
- For later citations of a previously-used source, reduce the title to a shortened version, for example:
  — Aristophanes *Lysistrata, The Acharnians, The Clouds* (Trans. Alan H. Sommerstein, Penguin Classics 1973)

    as a footnote, becomes:

    Aristophanes, *Acharnians*, lines 875–880
  — Morford, Mark *Augustus: Images of Power* (University of Virginia Classics Department 1995) http://etext.lib.virginia.edu/users/morford/augimage.html

    Accessed October 2016

    as a footnote, becomes:

    Morford, *Augustus*: Images p3

Bibliography

Separate references into four different lists:

- primary sources
- secondary sources
- online resources, including images
- images or maps

Articles
- Howgego, C.J. 'The Supply and Use of Money in the Roman World 200 BC–AD 300' *Journal of Roman Studies* 82: 1–31

  For an article like this, the name of the article is not set in italics, but in 'quotation' marks, and the title of the journal is in italics. Any other publication details for the journal (for example year, month, volume number, issue number) go immediately after the name of the journal, and end with the pages of the full article.

Books
- Aristophanes *Lysistrata, The Acharnians, The Clouds* (Trans. Alan H. Sommerstein; Penguin Classics 1973)
- D'Ambra, Eve *Roman Art in Context; An Anthology* (Prentice-Hall, New Jersey 1993)

  The title of the book is set in italics and the name of the translator is set in brackets, followed by the publisher and the year of publication.

Online resources

♦ Morford, Mark *Augustus: Images of Power* (University of Virginia Classics Department 1995) http://etext.lib.virginia.edu/users/morford/augimage.html Accessed October 2016

The title of the work is set in italics and any available publication details should be given. Include page numbers, full web addresses and date of access. This allows for changes if the marker accesses it and it looks different, or the website no longer exists.

For online translations of primary texts, provide the ancient author, the title of the work, the translator, web address and access date.

Images and maps

♦ Figure 1 <u>Etruscan warriors: Bronze handle from the lid of a chest</u>,

page 64, *Through Roman Eyes*, R. Nichols and K. McLeish (CUP 1978)

♦ Figure 2 <u>Etruscan warrior: Bronze figure</u>, found near Viterbo, Italy c. 500 BC

https://en.wikipedia.org/wiki/Etruscan_military_history Accessed August 2016

Number the figures consecutively through the report, and underline the name of the image; this should correspond with the caption added beneath the image. Give the work, author and page reference if scanned or copied from a printed source; give the URL and access date if taken from an online source.

Example checklist

Candidate name:

Research activity	Notes	Date completed
Key dates agreed and shared		
Proposed issue		
Discussion, negotiation on issue		
Issue finalised and agreed		
Planning a programme of research	Agreed plan attached.	
Agreed amendments to the plan (if any)		
Initial sources		
Review of progress (1) including evaluation and analysis of evidence so far		
Review of progress (2)		

Bibliographic format		
Academic book		
Education journal		
Media source		
Internet source		

Literature review — using a matrix

This table shows a potential way of approaching a literature review. The text under each heading is an illustrative example of the issues that may be identified within a review of a particular piece of literature.

Study	Aim of study or research question	Methodology and methods	Results	Main themes or points emerging	Main conclusion Any limitations?	Any future research suggested?
Author 1	To investigate factors which…	Group reading and discussion.	Results limited to discussion transcripts. Quotations used to illustrate points made.	Factors that have an impact include…	To increase participation in…	Follow up on *x*, *y* and *z* via further reading of secondary sources. Could extend to…
Author 2	To explore the themes of…	Close reading of the text and explanatory criticism.	Themes of *x*, *y* and *z* illustrated clearly.	To encourage… Consider choice in…	Theme *x* is less important than *y* and *z*.	Follow-up thinking needed on relative approach to theme *y* in the Roman and modern worlds.

Preparing for course assessment

Teachers and lecturers should ensure that all tasks within the course allow candidates to practise skills needed for the course assessment.

The course assessment requires the skills of:

♦ analysing
♦ evaluating
♦ comparing classical sources with each other
♦ comparing modern sources with classical ideas
♦ constructing essays

Teachers and lecturers must ensure that revision and exam preparation is focused on the themes of study given in the course specification.

The following provides examples of ways in which teachers and lecturers can integrate skills development with acquisition of knowledge and understanding:

Example 1

Analysing — Heroes and heroism

When developing an awareness of the events of Book 1 of the *Iliad*, candidates and the teacher or lecturer could read through the book together. Candidates could be tasked with looking at a selection of extracts and asked, 'In what ways do these extracts illustrate the key themes and plot points of Book 1?' The answer to this provides candidates with useful revision notes and practice in exam technique.

Example 2

Evaluating — Comedy, satire and society

After reading Juvenal's sixth satire with their teacher or lecturer, candidates could revise the content of the poem by being asked a question such as, 'To what extent did Juvenal 6 exaggerate negative attitudes towards women? Gather as much evidence from the poem as possible to support your answer'. Answering this question gives candidates the chance to identify and make notes on all the key sections of text from this poem, as well as developing their evaluation skills.

Example 3

Comparing classical sources — Individual and community

After reading through the relevant areas of Aristotle and Plato with their teacher and lecturer, and thinking about attitudes to women, candidates could work within the context of making a comparison between Plato's idea and Aristotle's idea. Teachers and lecturers could give candidates a range of extracts and ask them to pair them up, offering comparative points specific to each pair.

Example 4

Comparing a modern source with classical ideas — History and historiography

After finishing reading an author's works or suitable area of text, teachers or lecturers could give candidates one or more extracts from a modern textbook, website, or newspaper. Candidates could identify which parts of the classical text they have studied that would best match the ideas indicated in the extract. Candidates should make as many comparisons as possible in order to create effective notes.

Example 5

Constructing essays

Throughout the course, teachers and lecturers should regularly provide candidates with exam-style questions to encourage them to develop the skills of essay-writing. These questions should focus on the themes of study.

Teachers and lecturers should only mark essays according to the 'General marking instructions' in the specimen question paper to ensure that candidates are aware of how they will gain marks in the question paper.

Developing skills for learning, skills for life and skills for work

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on the approach centres use to deliver the course. This is for individual teachers and lecturers to manage.

1   Literacy
1.1   Reading
Throughout the course and while undertaking the project–dissertation, candidates have opportunities to develop reading skills. They may read a variety of texts, including classical literature, history-writing, online articles and academic journals. They learn to express reasoned views about the issues they study, develop the ability to read critically, and evaluate the ideas contained in written sources.

There may also be opportunities for candidates to develop other additional skills for learning, skills for life and skills for work. For example, debating, discussion groups, or field trips and visits could develop listening and talking skills.

1.2   Writing
The course provides opportunities for candidates to develop writing skills, including extended-writing, where appropriate. For example, the requirements to write detailed, well-informed and well-reasoned arguments provides candidates with an ideal opportunity to develop the skill of extended-writing.

4   Employability, enterprise and citizenship
4.6   Citizenship
At Advanced Higher level, candidates deal extensively with universal ideas, themes and values which link the classical and modern worlds, and they develop a depth of understanding and appreciation for a variety of beliefs and world views. The two very different societies of classical Greece and the classical Roman world are examined and compared with each other and with the modern world. Through this, candidates develop an understanding of their own attitudes and values, and learn to appreciate the extent to which these may differ from those of other people at other times.

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating
At Advanced Higher level, the focus is on depth of knowledge and understanding, and the opportunity for detailed and theoretical study of classical societies. This enables candidates to explore challenging abstract ideas by engaging with a wide range of source material, and

by both evaluating and synthesising information. This depth of study allows them to engage fully with the subject matter.

The course allows candidates to use different sources of information including academic literature, primary sources and artefacts. Teachers and lecturers should direct more able candidates to more complex, and potentially richer, sources of information.

Project–dissertation
The Advanced Higher Classical Studies project–dissertation provides opportunities for candidates to develop skills for learning, skills for life and skills for work. Candidates have opportunities to develop their reading and writing skills as they research their topic and write their dissertation. They develop personal learning as they work independently to identify and refine a topic or issue, and carry out research. They develop citizenship through deepening their understanding of the classical world.

The course provides opportunities for candidates to develop the skill of synthesising information. The project–dissertation, in particular, provides candidates with opportunities to develop their skills in this area.

Administrative information

Published: August 2019 (version 2.0)

History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	August 2019

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.

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