



Higher  
Course  
Specification



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# Higher Classical Studies Course Specification (C715 76)

**Valid from August 2014**

This edition: April 2014, version 1.1

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

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## Course outline

**Course title:** Higher Classical Studies

**SCQF:** level 6 (24 SCQF credit points)

**Course code:** C715 76

### Mandatory Units

<b>H21N 76</b>	<b>Life in Classical Greece (Higher)</b>	<b>6 SCQF credit points</b>
<b>H21P 76</b>	<b>Classical Literature (Higher)</b>	<b>6 SCQF credit points</b>
<b>H21S 76</b>	<b>Life in the Roman World (Higher)</b>	<b>6 SCQF credit points</b>

**Course assessment** **6 SCQF credit points**

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ Classical Studies (National 5) Course or relevant component Unit

### Progression

This Course or its components may provide progression to:

- ◆ Classical Studies Units and Courses at Advanced Higher
- ◆ other qualifications in the social studies suite of Courses at Higher
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

### Equality and inclusion

This Course 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 Support Notes* and the *Course Assessment Specification*.

## **Rationale**

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

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The Classical Studies Course builds upon the social studies principles and practice and will be developed primarily from the social studies curriculum area, but will also draw from the languages and expressive arts curriculum areas.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a sense of responsibility; and global citizenship.

Classical Studies contributes to learners' understanding of the society in which they live and work by helping them to develop an understanding of classical societies and how the issues of the classical world remain relevant to an understanding of modern society. This will, in turn, assist them in functioning as effective contributors to society and responsible citizens, as well as giving them more individual confidence in their learning and working lives.

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

Classical Studies encourages learners to develop the attributes and capabilities of the four capacities in many respects. For example, learner's horizons are extended and they are challenged to look at the world in new ways. They begin to understand more about their sense of identity and place in the modern world by building up a framework of religious, political, social, moral and cultural knowledge and understanding. The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own.

Comparing and contrasting the classical and contemporary worlds will develop thinking skills and learners will progressively develop skills in literacy.

## Purpose and aims of the Course

Classical Studies opens up the world of classical society for learners. The purpose of this Course is to develop the learner's knowledge and understanding of the classical Greek and Roman civilisations by comparing and contrasting these societies with the modern world. This will be achieved through successful study of the Course Units: *Life in Classical Greece*; *Classical Literature*; and *Life in the Roman World*. The Course will develop investigating, analysing and evaluating skills to help learners to understand, explain and link the classical and modern worlds.

Classical Studies makes a distinctive contribution to the curriculum through its study of the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. It therefore explores the breadth of human relationships within these societies and compares and contrasts these with modern life.

Classical Studies also provides a point of departure for other work, for example: comparative literary studies, classical languages, archaeology, medieval studies, modern languages and European studies. Higher Classical Studies should stimulate or further an interest in the classical world and lead to future study and personal enrichment in many diverse areas of culture and society, both classical and modern life.

The main aims of Classical Studies are to enable learners to develop:

- ◆ knowledge and understanding of public and private religious ideas and practices and the interaction between religion, personal morality and identity in classical societies or of the political and social structures of classical societies
- ◆ the ability to evaluate r complex sources of evidence from classical societies
- ◆ awareness of universal ideas, themes or values raised by classical texts
- ◆ the capacity to compare and contrast the classical world with modern society

Classical Studies will help to create informed and active citizens by developing a greater understanding for learners of the classical Greek and Roman worlds, and by increasing the learner's understanding of how these worlds continue to have an impact on our life today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

## Information about typical learners who might do the Course

The Classical Studies Course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of the Classical World and its relevance to contemporary society, to learners who wish to progress to more specialised training or further education or employment.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for a potential learner to have the skills and knowledge required by one or more of the following:

- ◆ Classical Studies (National 5) Course or another social subject
- ◆ equivalent qualifications

All Courses in this suite will take account of the needs of all learners and provide sufficient flexibility to enable learners to achieve in different ways and at different paces.

Through the successful completion of the Classical Studies Course, important skills for learning, life and work are developed. These skills include: researching and investigating classical issues to compare and contrast the classical and modern worlds; evaluating the value and reliability of a range of complex sources of evidence; understanding and analysing classical literature; structuring and sustaining lines of reasoned argument about universal ideas, themes or values; and interpreting and understanding information from a range of complex sources of evidence to produce detailed conclusions.

Classical Studies Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of Classical Studies qualifications and lateral progression is possible to other qualifications in the social studies suite of Courses.

Higher Classical Studies provides an entry qualification for study in further and higher education and for entry into a diverse range of occupations and careers.

# Course structure and conditions of award

## Course structure

This Course develops a range of cognitive skills. It encourages active learning in the process of acquiring and applying relevant knowledge. Learners will develop investigating, analysing and evaluating skills in order to explain and understand the classical and modern worlds.

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in topics which can be studied to allow personalisation and choice.

By undertaking this Course, learners will develop a wide range of important and transferable skills, including: researching and investigating classical issues to compare and contrast the classical and modern worlds; evaluating the value and reliability of a range of complex sources of evidence; analysing and understanding classical literature; structuring and sustaining lines of reasoned argument about universal ideas, themes or values; and interpreting and understanding information from a range of complex sources of evidence to produce detailed conclusions.

The skills listed above will be developed and applied over a range of multidisciplinary contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **Life in Classical Greece (Higher)**

In this Unit, learners will develop techniques to evaluate the value and reliability of a range of sources of evidence to draw detailed conclusions about classical Greek society. Learners will develop knowledge and understanding of 5th century BCE Athens by selecting from a range of topics such as religion, politics, society, morality or culture, comparing these with the modern world.

### **Classical Literature (Higher)**

In this Unit, learners will develop techniques to analyse classical literature, and draw conclusions about universal ideas, themes or values. Learners will be required to study classical Greek or Roman literature. Through this study learners will gain knowledge and understanding of the universal ideas, themes or values revealed by classical literature which link the classical and modern worlds.

### **Life in the Roman World (Higher)**

In this Unit, learners will develop techniques to interpret and understand a range of sources, including archaeological evidence, and will draw detailed conclusions about life in the Roman world. Learners will develop knowledge and understanding of Rome in the 1st century BCE and the 1st century CE by selecting from a range of topics such as religion, politics, society, morality or culture, comparing these with the modern world.

## Conditions of award

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- ◆ The ability to develop and apply knowledge and understanding from across classical Greek and Roman societies and literature, comparing and contrasting the religious, political, social, moral and cultural values and practices of the classical and modern worlds to draw reasoned and detailed conclusions.
- ◆ Researching and using information collected from a range of sources of evidence.
- ◆ Evaluating the reliability and value of a range of complex sources of evidence to draw detailed conclusions.
- ◆ Structuring and sustaining lines of reasoned argument about universal ideas, themes or values.
- ◆ Interpreting and understanding a range of complex sources of evidence to understand issues from classical Roman society, including archaeological evidence, to draw detailed conclusions.
- ◆ In depth knowledge and understanding of universal ideas, themes, or values revealed by classical literature.
- ◆ In-depth knowledge and understanding of a range of religious, political, social, moral and cultural values and practices of classical Greek and classical Roman societies, providing detailed explanations.

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

# Assessment

Information about assessment for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

## Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

### **Life in Classical Greece (Higher)**

The learner will be required to provide evidence of:

- ◆ in-depth knowledge and understanding of religious, political, social, moral or cultural aspects of life in 5<sup>th</sup>-century BCE Athens
- ◆ the ability to evaluate the usefulness of sources of evidence in comparing and contrasting the classical Greek and modern worlds

### **Classical Literature (Higher)**

The learner will be required to provide evidence of:

- ◆ in-depth knowledge and understanding of universal ideas, themes or values revealed by classical literature
- ◆ the skills of analysing and evaluating universal ideas, themes or values within classical literature

### **Life in the Roman World (Higher)**

The learner will be required to provide evidence of:

- ◆ in-depth knowledge and understanding of religious, political, social, moral or cultural aspects of life in Rome in the 1st century BCE and the 1st century CE
- ◆ the ability to analyse sources of evidence, including archaeological evidence, to compare and contrast the classical Roman and modern worlds

## Course assessment

Courses from National 4 to Advanced Higher include assessment of added value<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must 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, added value will focus on:

- ◆ breadth
- ◆ challenge
- ◆ application

Learners will draw on, extend and apply the knowledge and skills they have learned during the Course. This will be assessed by a question paper<sup>2</sup> and an assignment<sup>3</sup>. The question paper will require demonstration of a breadth of knowledge, skills and understanding accumulated from across the Course. The assignment will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

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<sup>1</sup> Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

<sup>2</sup> See link above for definition.

<sup>3</sup> See link above for definition.

# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and Talking

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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**Published:** April 2014 (version 1.1)

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
C715 76	1.1	Minor changes to 'Purpose and aims of the Course': merged bullet points 1 and 2; removed 'relatively' from third bullet point; removed 'human' and 'issues' from fourth bullet point.  Minor changes to 'Information about typical learners'.  Re-worded third paragraph of 'Course structure'; changes to descriptions of <i>Life in Classical Greece</i> and <i>Classical Literature</i> Units.  Re-worded bullet points in 'Skills, knowledge and understanding'.  Deleted sentence about Unit-by-Unit or combined assessment in 'Assessment' section; amended wording in the descriptions of each Unit.  Deleted reference to NAR.  Changed 'project' to 'assignment'.	Qualifications Development Manager	April 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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