

Higher Classical Studies Course Support Notes



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Course Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Equality and inclusion	13
Appendix 1: Reference documents	14
Administrative information	15

Unit Support Notes — Life in Classical Greece (Higher)

Introduction	16
General guidance on the Unit	17
Approaches to learning, teaching and assessment	18
Equality and inclusion	27
Appendix 1: Reference documents	28
Administrative information	29

Unit Support Notes — Classical Literature (Higher)

Introduction	31
General guidance on the Unit	32
Approaches to learning, teaching, and assessment	33
Equality and inclusion	43
Appendix 1: Reference documents	44
Administrative information	45

Unit Support Notes — Life in the Roman World (Higher)

Introduction	46
General guidance on the Unit	47
Approaches to learning, teaching and assessment	48
Equality and inclusion	57

Appendix 1: Reference documents	58
Administrative information	59

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher Classical Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The purpose of the 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 by 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 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 explores the breadth of human relationships within these societies and compares and contrasts these with modern life.

Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that are included in the Course.

Teachers and lecturers should refer to the Higher Classical Studies *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course. Within this mandatory specification, Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their learners, offering both breadth and depth.

Within this mandatory specification, Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their learners, offering both breadth and depth.

Full skills and knowledge for the Course are provided in the *Course Specification* and *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

Added Value

- ◆ researching, processing and synthesising information and presenting findings on a classical studies topic or issue, demonstrating the ability to apply in-depth factual and theoretical knowledge and understanding of the classical and modern worlds to draw comparisons between them

Skills

- ◆ evaluating and presenting reasoned and well-structured views on the usefulness of sources of evidence
- ◆ analysing sources of evidence, including archaeological evidence, to compare and contrast the classical and modern worlds
- ◆ evaluating classical literature to present reasoned and well-structured conclusions about universal ideas, themes or values

Knowledge and understanding

- ◆ in-depth factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies
- ◆ in-depth factual and textual knowledge and understanding of classical Greek or Roman literature, with reference to universal ideas, themes or values which link the classical and modern worlds

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social sciences as well as a range of careers. In particular this Course provides progression to Advanced Higher Classical Studies.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

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.

The Units have been written in a hierarchical format so that teachers/lecturers will be able to design learning activities that are appropriate for groups of learners working at different levels. This will also allow for learners to achieve at their highest level possible and achieve at a lower level, if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. Through all of the Units of the Course there are options and choices to allow for new and stimulating contexts for learning to be built into Courses.

Learning should be progressive and not repetitive as learners progress through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The hierarchical nature of Classical Studies Courses and Units allows the delivery of National 4, National 5 and Higher together. The degree of choice within the Course allows for new areas of study for learners who progress from one level to another and ensures that learners are not required to repeat content from one level to the next. Differentiation is achieved through requiring greater depth of knowledge and understanding, more reasoned conclusions and viewpoints, and greater understanding of theoretical or abstract ideas.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of. The profile of an individual learner may consist of Units achieved at more than one level, with some at a level higher than the overall Course.

The Higher Classical Studies assignment provides the opportunity to apply skills and develop knowledge and understanding in a range of activities in preparation for the production of evidence, in a controlled assessment, which will be externally assessed. The evidence generated during these activities should be retained and may be used to demonstrate attainment of the Outcome and Assessment Standards for the assignment at National 5, if necessary.

Example of differentiating content

In the *Classical Greece* Unit, learners must cover Athena or Dionysus in Athens as well as a range of topics within the broad heading of *Democracy and Citizenship* including qualification for citizenship, rights and responsibilities, slavery within the household, etc. At National 5 learners will need to explain sources of evidence and comment on their usefulness in comparing the classical and modern worlds. For example, they may use written histories of the period to draw comparisons between ancient and modern concepts of democracy, and point out that the written source may be unreliable as it was written sometime after the events it describes.

At Higher, learners will choose to study within two broad topics; *Power and Freedom* or *Religion and Belief*. Both these topics contain elements of the mandatory content for National 5, allowing both levels to be delivered to a single group. Learners at Higher could use the same sources, for examples when studying the structure of the Athenian democratic and legal systems. At Higher they would be required to demonstrate greater depth of knowledge and understanding, and a higher degree of skill in analysing and evaluating the evidence provided by the source. However the context, and even the source itself, could provide material for both levels.

Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for Higher Classical Studies:

- ◆ Life in Classical Greece
- ◆ Classical Literature
- ◆ Life in the Roman World

The Classical Studies Course should be seen as a coherent study of the classical and modern worlds, where historical and literary sources are studied in order to understand the classical world and similarities and differences between the classical and modern worlds. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics and issues studied. For example:

- ◆ Study of Roman archaeological evidence within the *Life in the Roman World* Unit will provide directly relevant material to compare and contrast with the Classical Greek world.
- ◆ The descriptions of life in classical Greece provided in the texts studied within *Classical Literature* can be compared and contrasted with what learners know from their study of more strictly historical sources within the *Life in Classical Greece* Unit.
- ◆ Discussion of the importance of universal human themes as identified in the *Classical Literature* Unit should include specific reference both to the Classical Greek and Roman contexts and to the modern world. Using up-to-date examples of the importance of these themes will help deepen learner's understanding of the Unit.

Allocation of skills to Units for assessment purposes

Each Unit has a specific skills focus for assessment purposes, as described in the table below. This approach is designed to avoid over-assessment. Allocating skills to particular Units in this way means that if a learner completes this Course they will not have to be assessed for the same skill more than once.

However, it is important to stress that the allocation of skills to particular Units is for assessment purposes only. In the Course of completing each Unit the learner will necessarily develop and use the skills from the other Units to varying degrees. In designing Unit assessments therefore, centres should attempt to keep a focus on only that skill required for the Unit(s) concerned, to reduce over-assessment.

Life in Classical Greece	Evaluating and expressing reasoned views about sources.
Classical Literature	Analysing and presenting reasoned and well-structured lines of argument.

Life in the Roman World	Evaluating evidence, including archaeological evidence, to draw conclusions.
-------------------------	--

Sequence of delivery

There is no recommended teaching order for the Units in this Course. Different combinations or orderings of Unit delivery will be appropriate in different contexts. This is for centres to manage.

Assessment and gathering evidence

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

While at Higher, teachers and lecturers may wish to design assessments which prepare learners for the Course assessment, considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods of assessment could be used to gather evidence such as extended writing, source evaluation, presentations, research activities and creation of various media.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. This Course should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them; are given feedback about the quality of their work, and what they can do to make it better and are fully involved in deciding what needs to be done next, and know who can give them help if they need it. To this end teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Assessment can provide an important role in raising attainment by:

- ◆ giving feedback
- ◆ detailing progress
- ◆ outlining learner strengths and areas for development

Group work approaches can be used within Units and across Courses where it is helpful to stimulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that the learner has met the required Assessment Standards for the Unit or Course.

Flexibility in the method of assessment within Unit assessments provides opportunities for learners to demonstrate attainment in a variety of ways and reduce barriers to achievement.

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability at a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors needs to be considered in determining the level of demand. For example, while in general increasing the number of sources used in a question may increase the level of demand upon the learner, increasing the complexity of a single source will also increase the level of demand.

The following terms are used in the Unit Specifications for this Course:

- ◆ **Explaining, in depth** will involve the learner providing evidence that they fully understand the detailed aspects of a theme, topic, source etc, and are able to present a full and accurate description of it. They will also be able to demonstrate that they understand the subtleties and complexities involved, and explain and use relevant theoretical or abstract ideas.
- ◆ **Presenting reasoned and well-structured conclusions** will involve learners being able to go beyond simply stating a conclusion. They will be required to provide a clear line of argument involving a clear position, description of supporting evidence, responses to potential challenges and so on. The requirement for accuracy will require the learner to state a conclusion which, although it may be incomplete, is unambiguous.
- ◆ **Analysis** involves the ability to break down information into its constituent parts and — based on this — to provide an explanation. For example, a learner would identify the various pieces of information about life in Roman Britain provided by archaeological remains, clearly state what they showed, and then enumerate what this told us about the similarities and differences between the Roman and modern worlds.
- ◆ **Explaining theoretical or abstract ideas** refers to knowledge and understanding that goes beyond being able to describe or explain factual elements of an issue, topic, source etc. This covers a wider variety of different ideas, depending on the context. For example, in relation to the *Life in Classical Greece* Unit this may involve a learner being able to explain, compare and contrast the concept of democracy as it appeared in classical Greece in comparison with the modern world. In relation to the *Classical Literature* Unit it may involve a learner being able to explain the concept of heroism as it pertains to the life of Odysseus and comparing this with modern notions of heroism.

On making assessment judgements between levels the following guidance aims to provide high level advice on the characteristics of typical learner responses. Further advice and guidance will be provided in the Specimen question paper and marking instructions (National 5 and Higher), Specimen Coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit Assessment Support (all levels).

Level	Possible learner responses	Possible question types
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and sophisticated use of evidence Able to consider different perspectives on an issue Able to make judgements	... Discuss To what extent ... How far ... Assess ... Critically examine ... Comment on ...
National 5	Detailed response Description and explanation required with some analysis Clarity in expression of ideas Insightful use of evidence Use of appropriate exemplification	Describe, in detail, ... Explain, in detail, ... To what extent ... How important ...
National 4	Limited response Descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe ... Comment on ...
National 3	Short response/outline Ability to make limited use of simple evidence Ability to consider consequences	Outline ... Comment on ...

The assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ Researching, processing and synthesising information and presenting findings on a classical studies topic or issue, demonstrating the ability to apply in-depth factual and theoretical knowledge and understanding of the classical and modern worlds to draw comparisons between them.
- ◆ Evaluating, interpreting and presenting reasoned conclusions about sources of evidence, including archaeological evidence, comparing and contrasting the classical and modern worlds.
- ◆ Analysing classical texts to present reasoned and well-structured arguments about universal ideas, themes and values, taking into account the consequences of actions/inactions for individuals and society.
- ◆ In-depth factual and theoretical knowledge and understanding of key aspects of the religious, political, moral or cultural values and practices of classical Greek and Roman societies.

- ◆ In-depth factual and textual knowledge and understanding of classical Greek or Roman literature, by comparing and contrasting universal ideas, themes and values between the classical and modern worlds.

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

Through the successful completion of this Course, important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the *Course Specification*. Further advice on how these skills may be developed is included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed within the Course assessment. However, Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

These skills will be developed across all the Units of the Course. The *Unit Support Notes* for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Course. However, this could vary across centres depending on approaches being used to deliver the Course in a centre and this is for centres to manage.

Reading

Throughout the Course and while undertaking the assignment, learners will have the opportunity to develop reading skills. They will read a variety of texts, including, for example, historical accounts of Greek and Roman life, extracts of classical plays, or epic poems, modern historical writings. This means that they will also be able to consider many different types of text. They will also learn to express reasoned views on the usefulness of sources in terms of providing information. This will develop the ability to read critically and apply knowledge and understanding to a written source.

Writing

The Course overall will provide considerable opportunities to develop writing skills within the Units. Although Unit assessment need not involve extended writing, learners should be encouraged to read widely and undertake extended writing where appropriate in order to facilitate progression to Advanced Higher Classical Studies and the world of work. The requirements to express detailed and well-structured views about sources, or classical texts, provide an ideal opportunity for learners to develop the skills of extended writing, in particular expressing coherent arguments in writing.

Citizenship

Issues of citizenship permeate Classical Studies at all levels. At Higher, the Course will develop in-depth knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies. For example the opportunity to study the Athenian democratic system, or ways of life in Roman Britain, or the role of women in classical Greece, will all help

learners build up an appreciation of the role of the citizen in a complex society. Furthermore, the requirement to compare and contrast the classical and modern worlds (in the Units and in the assignment) provides a clear opportunity for learners to build up understanding of the changing nature of citizenship over time, and to gain a greater appreciation of its value in the contemporary world. Within the *Classical Literature* Unit, learners will develop understanding of universal ideas, themes and values which illustrate a continuity of human experience between the classical and modern worlds. The Course Units together thus provide a rich and diverse set of contexts for studying the concept of citizenship in many forms.

Applying, Analysing and Evaluating

At Higher, learners will be required to apply their knowledge and understanding of factual elements of life in the classical world to theoretical or abstract concepts. For example, when studying the *Medea* they would be required, in addition to explaining the narrative of the text, to show that they have understood how the actions of characters illustrate certain universal themes (for example heroism, conflict, or fate versus freewill) and to explain the continued relevance of these ideas in the contemporary world.

The Course will involve learners using a wide range of different sources of information including literature, archaeological evidence and written historical sources. Any piece of information, or source, is capable of yielding more or less relevant input to a study, depending on the skills of the learner. However, teachers and lecturers should direct more able learners to more complex, and potentially richer sources of information. This will be for the individual teacher or lecturer to judge. It will be important to maintain a balance between individual research and directing learners towards valuable sources that allow them to demonstrate and practice their individual skills.

Examples which demonstrate application of higher-order cognitive skills likely to found within a Higher Course may include the following:

- ◆ Providing an in-depth evaluation of the benefits and limitations of Thucydides' account of the war with Sparta in providing information to compare warfare in modern and classical times.
- ◆ Explaining how the play *Antigone* illustrates the theme of conflict (including consideration of the distinction between inner conflict and physical violence) and what the text can tell us about human relationships and politics today. Explaining the importance of archaeological remains from Pompeii in building up a picture of people's everyday lives, and of the challenges and limitations posed by the availability of archaeological evidence.

The assignment

Completing the Higher Classical Studies assignment will provide opportunities for developing skills for learning, skills for life and skills for work. Learners will have the opportunity to develop reading and writing as they research the assignment topic and write up the outcomes of the activity in controlled conditions. They will develop personal learning as they work independently to identify and refine a topic or issue and carry out research. They will develop citizenship through deepening their understanding of the continued impact and significance of the classical world to contemporary society.

The assignment also allows for considerable scope for the development of writing skills. Learners will describe and summarise the research they have carried out, assess the usefulness of different sources, and express a conclusion.

Preparation for Course assessment

In this Course, added value is assessed in the Course assessment. The Course assessment has two components; a question paper and an assignment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

The learner will draw upon, extend and apply the skills, knowledge and understanding they have learned during the Course. Over the Course assessment there will be parity between the assessment of skills and knowledge and understanding.

The **question paper** will require the learner to demonstrate breadth of skills, knowledge and understanding drawn from the mandatory content of the Course. The question paper will sample knowledge and understanding from across all three Units of the Course and will require application of skills in any context drawn from across all three Units of the Course. Teachers and lecturers should refer to the *Course Assessment Specification* and the specimen question paper for further information.

The Classical Studies **assignment** will require the learner to demonstrate challenge and application related to an appropriate Classical Studies topic or issue. It will be sufficiently open and flexible to allow for personalisation and choice. The learner will investigate the topic or issue, analysing, evaluating and synthesising information from a range of sources. They will use the information collected to demonstrate knowledge and understanding of the topic or issue studied. They will compare and contrast the classical and modern worlds and comment on the usefulness or reliability of at least two sources of information. They will reach a detailed, reasoned and well-structured conclusion on the topic or issue. The learner will 'write up' the results of their research on the topic or issue under controlled assessment conditions. Teachers and lecturers should refer to the *Course Assessment Specification* for further information.

Each Course has 6 SCQF credit points to allow additional time for preparation for assessment. This time may be used throughout the Course for consolidation and support, preparation for Unit assessment, for further integration, enrichment and preparation for next steps.

Activities which it may be appropriate to include within this notional time are described below.

- ◆ Preparation for the assignment. This time should be used by learners for identifying and agreeing a topic or issue for the assignment, within the overall guidelines provided by SQA; gathering information and carrying out the research which may include using books, the internet, interviews; analysing their findings; preparing their conclusion and revising before the write-up.

- ◆ Preparing for the question paper. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.
- ◆ Revising and preparing for Unit assessment. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.

Combining assessment across Units

If an integrated or thematic approach to Course delivery is used then there may be opportunities for combining assessment across Units.

This can:

- ◆ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ allow for evidence for particular Units to be drawn from a range of activities
- ◆ allow more time for time for learning

Within this Course, combined assessment could bring together aspects of content from across two or more Units. For example it may deepen learners' understanding of classical Greece if study of the *Iliad* within the *Classical Literature* Unit is closely integrated with the *Life in Classical Greece* Unit. The evidence of Greek society, values, culture and religion provided by the text can be compared with historical accounts, architecture etc, studied within the *Classical Greece* Unit.

Care should be taken when using combined assessment that those aspects of the Assessment Standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing an assessment to cover multiple Units, deliverers must ensure that they track and record where evidence of individual Units appears.

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to assessment requirements in order that this Course is accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specification*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Administrative information

Published: May 2015 (version 1.0)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Life in Classical Greece (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Life in Classical Greece* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

This general aim of this Unit is to develop the learner's skills in evaluating sources of evidence from life in classical Greece. Learners will develop knowledge and understanding of some of the religious, political, social, moral or cultural values and practices of classical Greek society, in comparison with the modern world.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the Higher Classical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Classical Studies *Course Specification* and *Course Assessment Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification* and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular it provides progression to Classical Studies at Advanced Higher.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

General guidance on the Unit

This Unit provides a context for developing detailed knowledge and understanding of key aspects of life in Classical Greece. Where the Unit is being studied as part of the Higher Classical Studies Course, learners will need to cover two broad areas of mandatory content for Course assessment, as follows:

Part A: Power and Freedom

- ◆ Athenian citizenship: qualifications, rights, and responsibilities
- ◆ Structure of Athenian democracy
- ◆ Structure of Athenian legal system
- ◆ Slavery in classical Athens
- ◆ Gender inequality
- ◆ Political propaganda under Pericles
- ◆ Colonialism and imperialism

Or

Part B: Religion and Belief

- ◆ State religion
- ◆ Domestic religion
- ◆ Death and the afterlife
- ◆ Mystery religions
- ◆ Gender roles within religious worship
- ◆ Philosophical attitudes to religion

These two areas align broadly with the two areas of study within the equivalent Unit at National 5 (*Polytheism* and *Democracy and Citizenship*).

This Unit is designed to develop learners' skills in evaluating and commenting on sources of evidence. This will involve a certain amount of interpretation as learners apply what they can learn from sources to a comparison of life in classical Greece with life in the contemporary world. Learners will develop in-depth knowledge and understanding of aspects of life in classical Greece, both factual and theoretical. Developing knowledge and understanding, and learning to understand and interpret sources will all develop the learner's ability to

appreciate the classical world and comprehend its continuing significance to the modern world. This point is key and should inform the approach to teaching and learning within the Unit.

In the examples that follow, deliberate attempts have been made to present similar approaches at National 4, National 5 and Higher. This will support multi-level delivery and help illustrate the distinction in level of demand and the particular requirements of the two levels.

Differentiation between Higher and National 5

At Higher level, learners are expected to show a greater depth of abstract and theoretical knowledge than at National 5 level and to be able to evaluate the usefulness of sources at a more sophisticated level.

Potential approaches to learning and teaching

It may be helpful to approach teaching of this Unit based on the following pattern:

- ◆ description
- ◆ explanation
- ◆ exploration
- ◆ application

Description

This stage would involve introducing a large topic (eg Athenian democracy) in a narrative way, pointing towards key aspects worthy of later closer analysis. This initial phase of teaching is largely descriptive. The use of some text is strongly recommended, ideally supported by notes prepared by the teacher using a wide range of secondary sources. Audio-visual material should be used where possible to introduce and illustrate certain concepts. Examples of television programmes which it may be appropriate to use here would include, *The Greeks*, or *Ancient Worlds* broadcast in 2010, or *The Spartans* by Bettany Hughes.

At the end of this first phase of the topic teaching, learners should have a broad grasp of the main facts about a particular topic. In the case of Athenian democracy they should be able to describe the constitution of the assembly and council and describe how elections to the council and all magistracies take place.

Explanation

In this second stage, either through consensus from discussion or from teacher prompting, smaller portions of knowledge associated with the larger topic could be considered in more depth. The goal of this stage would be for learners to reach an understanding of why Athenian society felt that certain concepts made sense. For example, the class could analyse the surprising truth that Athenian democracy felt that election by ballot was a fundamentally unfair system. Learners should be encouraged to reach conclusions about why the Athenians thought this.

At this point learners should be introduced to more in-depth analyses of certain principles. There is a wide range of books on the subject of Athenian democracy and the teacher can provide learners with copies of articles or extracts of texts, or can create their own more detailed Course notes which can be provided to learners as stimulus.

Teachers should use their professional judgement to assess the most productive method of encouraging learners to consider chosen topics. Learners should be asked to think imaginatively about what may or may not be advantageous about election by ballot, and election by lot. Discussion may well be the best tool for developing this understanding, but there are various methods of encouraging discussion. It may be that proposing questions to be answered in written or oral form will be the best stimulus for some learners. Others may be stimulated more by being asked to formally debate.

Individual teachers will know how best to achieve effective learning so that, by the end of this second step, each learner would be able to describe positive and negative consequences of the Athenian election system and to understand why the Athenians believed that the positives outweighed the negatives.

This portion of the Course offers opportunity for teachers to productively use extracts from modern films to provide an accessible and engaging introduction to classical themes. When carefully planned and managed by the teacher, extracts from popular modern films or television programmes can stimulate very interesting and valuable discussion and present a 'way in' to genuine history and the continued relevance of the classical world to contemporary society. For example, learners may benefit from considering why the story of the battle of Thermopylae has captured the imagination of European civilization for 2,500 years. It has come to symbolise the victory of freedom over tyranny; willing self-sacrifice against impossible odds for the greater good of the nation; and is one of the very few genuine turning points in human history. Through this perspective, learners can see that elements of fantasy or myth are the artistic representation of the emotional ideas which have been attached to this battle.

Exploration

Once concepts have been analysed and learners have some sense of the thinking behind key Athenian beliefs, it is time to explore certain lines of thought in greater depth; where possible this should involve looking at textual or material sources. Learners should be introduced to further historical description and/or evidence about specific events in Greek history where the subject of discussion had significant impact. With the aim of gaining a deeper understanding of how the political system affected the conduct of the state, the teacher should provide learners with extracts from classical writers and allow them to form judgements.

If they were studying the Athenian democracy the teacher/tutor could provide learners with extracts from Polybius, Aristotle, and the Old Oligarch on the constitution of Athens and also from Thucydides, or Xenophon describing how the nature of the democracy helped the state to be successful, or unsuccessful. It would be advisable for the teacher to use a good scholarly work to identify suitable historical scenarios for consideration. Learners could then study Thucydides' description of why the Athenian navy was launched against Sicily, noting how the assembly may have been unwise and then, by referring to the more political sources of Polybius, Aristotle, or the Old Oligarch, they could reach some conclusions about the effectiveness of the democracy.

Application

A key purpose of this Course is to compare and contrast the classical and modern worlds in order to gain insights into the contemporary world and, as such, the climax of each segment of study should be an attempt to consider modern institutions or ideas in light of what has been learnt. Debates or role play could be

an excellent way of putting this final, vital stage of the intellectual process into action.

Assessment and gathering evidence

Teachers and lecturers should try to integrate assessment into the delivery of the Course where possible to encourage learners to appreciate assessment as a fundamental part.

This Unit allows learners to assess important ideas and concepts in classical Greek society and to make valid points about their purpose, use and influence. Teachers should encourage this type of interrogation of concepts throughout the Unit and should assess the progress of learners in forming coherent and valuable conclusions in regular assessments. Learners should be made aware of their progress and should be allowed to chart their success.

At key points in the Course it may be beneficial for learners to be given the opportunity to select a particular topic within the Unit through which they may demonstrate that they have met one or both of the Outcomes. For example, a learner could prepare a presentation on the Athenian political system which assesses the evidence, describes how each body in the government was selected, assesses its strengths and weaknesses, offers valuable comparison with modern society and includes the expression of viable judgements to meet the requirements for one, or both of the Outcomes in this Unit.

It would also be feasible for oral assessment to take place in the form of a discussion or debate. The teacher/lecturer could provide learners with a range of evidence in the form of textual extracts and ask them to discuss what can be learnt from them about classical Greece, and how this can help their understanding of modern life.

All assessment should:

- ◆ cover subject content at the appropriate level without bias or stereotyping
- ◆ use content, resources and assessment materials that recognise the achievements and contributions of different groups
- ◆ where appropriate, provide a balance of assessment methods and encourage alternative approaches

Exemplification of the learning, teaching, and assessment process

The following example illustrates how the four-stage approach described above could apply within the context of the topic of Polytheism: Belief in Anthropomorphic Gods (Religion and Belief).

i) Description

Using notes and text, the teacher leads lessons explaining the nature of the Greek pantheon, focusing on the Olympian Gods, particularly Athena, Apollo, Zeus, and Dionysus.

ii) Explanation

Learners analyse the meaning of having anthropomorphic Gods: extracts from *Iliad* and *Odyssey* looking at the presentation of Athena, Apollo, and Zeus and what their interventions are. For example, when Athena appears in the story she is inspiring the human characters with wisdom/moderation/cunning; when Apollo

appears he is bringing plague or healing; where Zeus appears he is changing the balance of power. Other Gods could be analysed too, such as the power of Aphrodite where she makes Helen love Paris against her will.

iii) Exploration

Learners would go on to look at more mythic descriptions of the Gods and study some sources describing how a particular God is worshipped in the city. Material sources can be used if appropriate. Learners could most productively study Athena in Athens, looking at references to how she helps the city and also analysing how the Athenians paid her respect. Looking at Athena's representation in contemporary writing, the panathenaia, and an exploration of the meaning of the temples and sculpture of Athena on the Acropolis would reveal a great deal about how the Athenians viewed the Goddess.

iv) Application

Finally, learners should be encouraged to see how modern, monotheistic religions produce different views of a God and therefore encourage believers to pay their respect in a less personal and specific way. In the Greek system, the Gods had their own personalities and strengths, like people and so would be worshipped with this in mind.

Added value — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a Higher level piece of research could be highlighted and attempt should be made to provide initial stimulus to the learner.

It may be appropriate to consider creating a form of 'contract' with the learner, so that the learner (and teacher/lecturer) knows exactly what he/she is expected to do and what type of support will be provided. The nature of resources, expertise, and topic or issue, as well as the presence or absence of specific learning needs, will dictate the terms of 'contract' agreed upon.

It is a requirement of the Higher Classical Studies assignment that the learner draw relevant comparisons and distinctions between the classical and modern worlds. If a teacher/lecturer has difficulty seeing where effective comparison can be made with the modern world then it would be appropriate to discuss with the learner how to amend the focus of the study. Learners and teachers/lecturers are encouraged to be imaginative in finding appropriate topics or issues for study that invite comparisons between the classical and modern worlds. The following are possible examples of topics that may be suitable for the assignment at Higher:

- ◆ The origins of democracy: a critique of the Athenian political system.
- ◆ Was life for the poorest people in society better in classical Athens than it is today?
- ◆ A comparison between Athenian religious festivals and modern-day monotheistic religious worship.
- ◆ Slavery and morality in classical Athens and the modern world.

The titles illustrated above are for guidance only and would draw upon knowledge and understanding primarily from the *Life in Classical Greece* Unit. Further challenge and application could involve a comparative aspect by drawing upon knowledge and understanding of events or themes developed in the *Classical Literature* or *Life in the Roman World* Unit.

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for this Unit. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability at a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors needs to be considered in determining the level of demand. For example, while in general increasing the number of sources used in a question may increase the level of demand upon the learner, increasing the complexity of a single source will also increase the level of demand.

The following terms are used in the Assessment Standards for this Unit.

- ◆ **Analysing and explaining sources of evidence** will involve learners in being able to demonstrate that they have been able to process the information they have gained from a source, text etc. It will require them to demonstrate understanding of the context and limitations of a source, different possible interpretations/meanings, or areas of uncertainty. In the context of this Unit, it will involve learners in making a connection between the content of a source and its ability to inform knowledge and understanding about the classical world.
- ◆ **Presenting reasoned and well-structured conclusions** will involve learners in being able to go beyond simply stating a conclusion. They will be required to provide a clear line of argument involving a clear position, description of supporting evidence and so on. The requirement for accuracy will require the learner to state a conclusion which, although it may be incomplete, is unambiguous.
- ◆ **Theoretical or abstract knowledge and understanding** refers to knowledge and understanding that goes beyond being able to describe or explain factual elements of an issue, topic, source etc. This covers a wider variety of different ideas, depending on the context. In relation to this Unit this may involve a learner being able to explain compare and contrast the concept of democracy as it appeared in classical Greece in comparison with the modern world.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the specific skills focus of the Unit is to evaluate and express views about the usefulness of sources of evidence, learners will develop literacy and thinking skills as they engage with sources critically, identifying where there is useful information, where this may be limited, biased or incomplete and so on. In comparing and contrasting the classical and modern worlds they will develop the ability to apply what they have learned.

The Unit will also provide rich and varied opportunities for learners to develop personal learning, by providing rich and varied contexts for extended personal study in the Classical Studies assignment.

1 Literacy

Learners should be encouraged to read widely and produce extended writing where appropriate. The Unit provides opportunities for learners to undertake a wide variety of written tasks. They are also likely to experience listening and talking skills during class discussions and debates.

1.1 Reading

Within this Unit, learners will develop their literacy skills in many significant ways by reading a range of possible types of source including, for example:

- ◆ extracts from historical accounts, eg Herodotus or Thucydides (can also develop the skill of assessing the usefulness of a source)
- ◆ modern historical accounts of classical Greek society (can also develop the skill of assessing the usefulness of a source)
- ◆ online resources
- ◆ summaries or introductions to archaeological evidence
- ◆ classical literature (may be in a range of forms such as poetry, prose or drama)

1.2 Writing

The Course overall will provide considerable opportunities to develop writing skills within the Units. Although Unit assessment need not involve extended writing, learners should be encouraged to read widely and undertake extended writing in order to prepare for the demands of Course assessment and to facilitate progression to Advanced Higher Classical Studies and the world of work. Within this Unit learners will develop their literacy skills in many significant ways by, for example:

- ◆ develop note taking skills, when taking key points of information from historical accounts of classical Athens
- ◆ drafting and redrafting summaries from notes
- ◆ preparing notes for participation in discussion and debate
- ◆ developing skills in note taking by making notes from websites or from media clips/DVDs watched in class
- ◆ organising thoughts by completing a concept map with detailed information for revision purposes

- ◆ drafting and re-drafting materials for a report or essay on an issue
- ◆ refining thoughts by writing a review of their own work and noting plans for improvement
- ◆ writing a talk on a particular issue to be presented to the class

4 Employability, enterprise and citizenship

4.6 Citizenship

Issues of citizenship permeate Classical Studies. Modern views of citizenship have been shaped by our culture's understanding of citizenship in the classical world. Teachers can help learners appreciate how citizens and non-citizens played their role in the society. This will illuminate for learners the issues of contribution to society which mattered then and matter now. Learners may develop their understanding and appreciation of citizenship in a range of ways, for example:

- ◆ comparing and contrasting aspects of daily life between the classical Greek and modern worlds (eg slavery, the make-up of the household, or the role of women)
- ◆ focusing on issues explicitly related to citizenship, eg slavery, or the democratic system in classical Greece
- ◆ participating in debates/delivering speeches
- ◆ working as part of a team

5 Thinking skills

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of classical Greece and will be able to apply this knowledge to compare and contrast the classical and modern worlds. Learners will demonstrate these skills through class work and formally assessed tasks.

5.3 Applying

Useful verbs for compiling questions/activities for 'Applying' type of thinking skills include: 'solve, show, use, illustrate, construct, complete, examine'.

Useful stems to thinking questions:

- ◆ "From the information, can you explain some implications of..."
- ◆ "What questions would you ask of..."
- ◆ "Would this information be useful if..."

◆

5.4 Analysing and evaluating

Useful verbs for compiling questions/activities for 'Analysing and evaluating' type of thinking skills include: 'analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain'.

Useful stems to thinking questions:

- ◆ "Why did X occur..."
- ◆ "Can you explain what must have happened when..."
- ◆ "What are some of the problems of..."
- ◆ "Can you distinguish between..."

Combining assessment within Units

Assessment evidence can be gathered in a holistic manner, covering all elements of the Outcomes for the Unit. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Outcomes of the Unit.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome/s they have achieved and do not have to be reassessed on both of the Outcomes.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specification*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Page 18: updated description of mandatory Course content for Power and Freedom/Religion and Belief, to reflect changes made in version 1.1 of the Course Assessment Specification.	Qualifications Manager	May 2015

© Scottish Qualifications Authority 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Classical Literature (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Classical Literature* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in analysing classical literature. Learners will apply their knowledge and understanding of universal human themes and values revealed by literature from either classical Greek or Roman societies.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the Higher Classical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Classical Studies *Course Specification* and *Course Assessment Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the Course Specification and must enable learners to meet the requirements of the Outcomes and Assessment Standards

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular it provides progression to Classical Studies at Advanced Higher.

Approaches to learning, teaching, and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

General guidance on the Unit

Within this Unit, the learner will be expected to be able to develop and structure, lines of detailed and reasoned argument which take discussion beyond the text while responding to universal ideas, themes and values, and setting the social and moral values of the classical world in a modern context.

The learner will also be expected to be able to develop their own knowledge and understanding from the text they have studied and from discussion, which will create an awareness of the values of the classical and modern civilisations.

Specific texts are not prescribed. There can be many ways for the learner to achieve a successful outcome to the study of a specific theme, all of which will have their individual values for the learner and, potentially, for assessment purposes. If the Unit is being studied as part of the Higher Classical Studies Course, the text chosen for this Unit should be one where the themes identified in the *Course Assessment Specification* (Leadership, Fate versus Free Will, Heroism, and Conflict and Violence) are exemplified.

Time allowing, many avenues of analysis could be attempted out of a simple reading of a text. These will be real and authentic learning experiences, eg problem-solving related to events in the text, or open-ended questions highlighting potential interpretations such as 'what if..?'.

Most relevant classical texts are capable of analysis beyond the four themes identified in the *Course Assessment Specification*. The themes are means of bringing a focus to the text. Learners will be approaching this Unit from a range of positions of knowledge and the overall objective of the Unit will be to make the learning process a priority. At Higher, learners are expected to read and understand the original texts. However texts or extracts from texts can be accessed in a variety of media where this helps to engage learners.

It should be remembered that the ancient texts would have been constructed with public recitation in mind and that plays would have formed part of the activity at a religious festival. It is reasonable to discuss the likelihood that the initial audiences were being encouraged to think for themselves about the significance of some of the themes being covered.

Differentiation between Higher and National 5

The increase in depth of learner involvement in this Unit will be at the level of analysis of character and action set against the themes (Leadership, Fate versus Free Will, Heroism, Conflict and Women in Society) and in the increasing depth

of knowledge and understanding. At National 5 this will have been primarily about factual elements of classical texts, at Higher this will require learners to also be able to explain how the abstract ideas, themes and values of the classical world remain relevant to the modern world.

Potential approaches to learning and teaching

Below are some suggestions of possible approaches to learning and teaching for this Unit, focusing on a theme and considering activities that will help learners develop their knowledge, understanding and skills.

These suggestions represent a holistic approach to learning, teaching and assessment that can generate a range of evidence covering all the Outcomes of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit or the Outcome in full.

These examples focus on learning, teaching and assessment in the *Classical Literature* Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course may develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the *Life in Classical Greece* Unit and *Life in the Roman World* Unit.

Example 1 — the theme of conflict and violence in Antigone

While this example is specific to Sophocles' *Antigone*, similar comment could be deemed to be relevant to any alternative text that may be offered. While this text happens to be a play, there is no reason why other discrete forms of literature, poetry or prose (other than history or philosophy), may not provide texts for study.

There are a number of translations of the text, of varying degrees of accuracy. Penguin and Oxford University Press carry academically accurate translations. Dramatised examples which don't aspire to absolute accuracy, notably Seamus Heaney's version of *Antigone — The Burial at Thebes* — as well as non-literary versions (visual or audio-book) can provide an interesting and stimulating introduction to the study of the written text. For example:

The story has experienced a number of productions (BBC and Actors of Dionysus, among others).

Many scenes from different productions of plays are available online, including productions which incorporate speech and signing.

The Open University has a course in which the Antigone is central.

Reading of the text may also be achieved by private, reading or by public, performance reading: dramatised delivery of the text is likely to highlight aspects which will benefit from dialogue developing directly out of the reading. Group discussion or individual feedback is likely to enhance understanding of the text and of the themes under consideration. Different approaches are to be encouraged. The teacher/lecturer will be able to distinguish the thread of ideas being developed by the individual learner and to support or direct them further.

While learners may have studied related texts, for example *Medea* or *Oedipus the King* at National 5, it may be reasonable to consider that these texts could be among texts also considered for study. The added level of analysis and

interpretation required for this Unit will ensure that new work is being covered. The following example illustrates how the play can provide a context for studying two of the themes identified in the *Course Assessment Specification*. The play also provides numerous opportunities and contexts for studying the other themes. The following is intended only as an illustrative example.

The play

The *Antigone* provides scope for consideration of all the themes envisaged for study — Leadership, Fate versus Free Will, Heroism, Conflict, and Women in Society. A short consideration of how some of these themes could be approached may prove useful support for learner and teacher alike.

The young girl, driven by a clear idea of what she feels to be required of her in a difficult situation, paradoxically provides a focus on leadership which is at odds with her role as a young girl in a society whose values will be the subject of study in the *Life in Classical Greece* Unit. Her open challenge to the basis upon which the authority of Creon stands will set the reader enquiring about the nature of leadership in the world of the text under study — and will afford ample opportunity to consider the views of leadership in the modern world.

Many stimuli to analysis can be used. As an example, leadership could be examined as a general theme from experiences which are live for the learner — school, college, family, sport, community offer immediate examples which could then be related to the texts in hand. This does not deny the broader interpretation of the political, religious or military leader more immediately in front of the learner. The role of the leader comes in various guises.

This analysis would call for discussion, argument, justification, judgement and presentation of a point of view. The learner could be encouraged to generate questions of the text and dramatic setting. Peer and group analysis could deepen awareness of the theme.

The theme of leadership has been a focus on the text — but the text allows wider consideration. This might lead, for example, to the development of role-play in a dramatic setting, the writing of a version of Creon's decree, or an insight into Eurydice's last moments.

The use of technology developed by the learner might allow for news bulletin representation of events. Teiresias' physical blindness might seed a discussion on the contrast between Teiresias' clarity of vision of things divine with Creon the leader's moral-blindness in his assertion of his role as a leader who has forgotten his family responsibilities.

Conflict and violence are integral to the action of the *Antigone*: Antigone and her sister are at loggerheads, the leadership of Creon and the opposition provided by Antigone come into contact, Creon has difficulty in dealing with his son, Creon has an unhealthy antipathy towards Teiresias. Creon's initial reaction of conciliation with the people of Thebes in his attempt to secure the well-being of the city soon descends into violence.

There is thus ample scope for consideration of the universal theme of violence and conflict within the text, and the contemporary relevance of this. Reference to current events at the national, international or domestic level will often provide contemporary examples of the importance of this theme. A similar approach can

be taken to any of the universal ideas, themes and values identified in the *Course Assessment Specification*.

The choice of text will be at the discretion of the centre and is restricted only by the need to be able to satisfy the assessment criteria.

Texts are, of course, in their own way, open to consideration of their intrinsic merits regarding the treatment of the narrative as well as how the themes are variously touched upon.

While study of the text for the Unit has been developed for assessment purposes, there is every reason for teachers/lecturers to encourage learners to extend the reading beyond the minimum requirement.

Learners should be enabled to achieve success. This can be achieved by ensuring that the learning and teaching approaches capture the potential of the learner. The setting of General Learning Intentions would display the broad aim of the lesson — the confrontation of Antigone and Creon. This could lead on to Specific Learning Intentions — to describe the implications of Creon’s decree, to describe Antigone’s motivation etc.

Through the medium of classical literature, the learner should be encouraged to develop skills of gathering evidence from the text, and skill of being able to process that evidence and to interpret it, both in the context of reading texts with care and insight and in the process of identifying and evaluating universal themes.

Interpretation of text may lead on to the development of concept-mapping, brainstorming or other aids to sharpen analytical skills. Often a visual display can enhance a sense of ‘being in the action’. Examples are suggested below. Care is of course needed to ensure that inaccuracies are identified or clearly avoided for the learner who needs greater support: analysis of variation can of course be stimulating for a more advanced learner.

The approach to the play and the themes it contains outlined above may provide evidence for Unit assessment in a variety of ways including, for example:

- ◆ participation in group tasks, eg debates, where this is recorded or filmed
- ◆ presenting information to peers, in verbal, written, graphical or other forms
- ◆ written responses to questions
- ◆ plays or role plays, where both notes prepared to support the play, and a recording of the play itself, could provide evidence
- ◆ reflective diaries or logs, either written or online (for example using Glow)

Learner centred classroom activities that may develop skills and generate evidence for assessment could include, for example:

- ◆ **Debates on topics such as:**
 - Are conflict and violence at the heart of a good drama?
 - Is Antigone a heroic character?
 - Fate rules — Free Will is nothing.

- ◆ **Presentations, mind-mapping or graphical displays on topics such as:**
 - How does leadership display itself in the play, looking at the various characters and how/if they intersect?
 - Could any other decree have satisfied Creon's need for security at the start of the play?

- ◆ **Role plays, for example:**
 - pseudo-TV/radio interviews *in situ* (developed for public display in class as aid to understanding action/motivation in the play)
 - Antigone interviewed in the aftermath of the conflict
 - Haemon arrives at the cave — paparazzi/reporters hound him
 - Eurydice's maids describe her last moments

- ◆ **Plays developing the 'what if/if not' out of the text or possibly writing imaginary scenes, for example:**
 - What if Polyneices had survived his wound?
 - What if Creon had been less adamant in his decree?
 - What if the soldier had run away after his first unnerving encounter with Creon?
 - Would there be the same drama if Antigone had not acted alone?

- ◆ **Peer review/feedback** — Covering all learning activities.

ICT can also encourage inclusion as learners may be able to create cartoons or stories using digital media or a form of movie maker. Where appropriate this may also provide evidence for assessment.

Inter-disciplinary links could be made with other social subjects or subjects across the school. This would help learners to join up their learning. Many school/college Drama Departments may already be considering some of the texts and characters (eg *Antigone* or *Medea* or *Oedipus the King*) which could be under consideration. Their perspectives may be different — but likely to be complementary. English Departments may well be considering the heroic theme from their particular perspective — here *Classical Literature* Unit may provide a useful backup to that work. Art could work with Classics. Music might support a dramatic input. RMPS would be able to consider religious and moral dimensions of the events in the texts.

In a similar fashion, at the level of the individual learner, learner log books or online logs could be created in order to record achievement in the Outcomes for the Unit on a regular basis, in order to provide evidence which satisfies completely or partially a Unit or Units.

Added value — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a Higher level piece of research could be highlighted and attempt should be made to provide initial stimulus to the learner.

It may be appropriate to consider creating a form of 'contract' with the learner, so that the learner (and teacher/lecturer) knows exactly what he/she is expected to do and what type of support will be provided. The nature of resources, expertise,

and topic or issue, as well as the presence or absence of specific learning needs, will dictate the terms of 'contract' agreed upon.

It is a requirement of the Higher Classical Studies assignment that the learner draw relevant comparisons and distinctions between the classical and modern worlds. If a teacher/lecturer has difficulty seeing where effective comparison can be made with the modern world then it would be appropriate to discuss with the learner how to amend the focus of the study. Learners and teachers/lecturers are encouraged to be imaginative in finding appropriate topics or issues for study that invite comparisons between the classical and modern worlds.

During the period of study of the Classical Literature texts the learner may well develop an interest in a scene, a character or an incident which can be developed further as the subject of the assignment.

The following are possible examples of topics that may be suitable for the assignment at Higher:

- ◆ How do the values of leadership and heroism illustrated in the story of the Trojan war compare to those values today?
- ◆ Does a hero have to engage in violent conflict? Comparing the roles of Odysseus and modern 'heroes'.
- ◆ What can a comparison between the role of women in classical Greece and the Roman world tell us about contemporary society?
- ◆ The Rome of Romulus: visualising life in the early Roman world as developed in the Life in the Roman World and Classical Literature Units.
- ◆ Lucretia and Jocasta: silent women with a lot to say.

The titles illustrated above are for guidance only and would draw upon knowledge and understanding primarily from the *Classical Literature* Unit. Further challenge and application could involve a comparative aspect by drawing upon knowledge and understanding of events or themes developed in the *Life in Classical Greece* or *Life in the Roman World* Units.

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for this Unit. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability at a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors needs to be considered in determining the level of demand. For example, while in general increasing the number of sources used in a question

may increase the level of demand upon the learner, increasing the complexity of a single source will also increase the level of demand.

The following terms are used in the Assessment Standards for this Unit.

- ◆ **Analysis...in depth** involves the ability to break down information into its constituent parts and — based on this — to provide an explanation. For example, a learner would explain the different actions of characters in the Medea and their motivations (eg revenge, power etc). The requirement for depth will involve learners providing evidence that they have gone beyond a face-value reading of the text. For example, they may explain how these themes might apply differently to different characters, or that they have considered the wider context of a piece of literature at the time it was written.
- ◆ **Explaining theoretical or abstract ideas** involves a learner providing a greater degree of detail and analysis than simply stating or describing (required at lower levels). It will require a learner to demonstrate a level of knowledge and understanding that goes beyond being able to describe or explain factual elements of an issue, topic, source etc. In relation to this Unit this may involve a learner being able to explain the concept of heroism as it pertains to the life of Odysseus and comparing this with modern notions of heroism.
- ◆ **Evaluating the significance of ideas, themes or values.** In the context of this Unit this will require learners to deal with abstract ideas of values, themes that apply within classical literature, and consider the importance of these within contemporary society. The term ‘significance’ is broad enough to encompass consideration of where values and ideas may be very similar or where, for example in the case of ‘fate versus freewill’ contemporary concepts may have changed substantially since classical times. As with the skills of analysis in this Unit, learners are required to provide an evaluation in some depth, by explaining both similarities and differences in ideas between the classical and modern worlds, and by demonstrating the application of an appropriate level of knowledge and understanding.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the specific skills focus of the Unit is on producing detailed, reasoned and well-structured lines of argument, learners will develop reading, writing and analysis and evaluation skills to a high level. They will be expected to understand and both communicate abstract ideas, themes and values; and their factual understanding of comparisons between the classical and modern worlds. This will develop their ability to apply what they have learnt.

Through this Unit the learner will have the opportunity to develop a clear appreciation of how to understand the lessons and importance of different cultural sources, making links between literature and historical writings, ideology, or archaeological evidence studied in the other two Units of the Higher Classical Studies Course.

The Unit will also provide rich and varied opportunities for learners to develop personal learning, by providing rich and varied contexts for extended personal study in the Classical Studies assignment.

1 Literacy

Learners should be encouraged to read widely and produce extended writing where appropriate. The Unit provides opportunities for learners to undertake a wide variety of written tasks. They are also likely to experience listening and talking skills during class discussions and debates.

1.1 Reading

Within this Unit learners will develop their literacy skills in many significant ways by reading a range of possible types of classical literature including, for example:

- ◆ dramas
- ◆ prose
- ◆ epic poems

The richness and complexity of much classical literature (even in abridged form) provides a unique opportunity for learners to develop their skills in reading. The texts studied can be read both for what they reveal about classical Greek or Roman societies and for their value in illuminating universal themes or values.

1.2 Writing

This Unit will provide considerable opportunities to develop writing skills. Learners should be encouraged to read widely and undertake extended writing where appropriate in order to facilitate progression to Advanced Higher Classical Studies and the world of work. The requirement to analyse and evaluate themes, ideas or values provides an ideal opportunity for learners to develop the skills required to produce extended writing, although this need not necessarily be in the form of essays. Within this Unit, learners will develop their literacy skills in many significant ways by, for example:

- ◆ develop note taking skills, when taking key points of information from a piece of classical literature in order to build up a picture of the narrative
- ◆ drafting and redrafting summaries from notes
- ◆ preparing notes for participation in discussion and debate
- ◆ developing skills in note taking by making notes from websites or from media clips/DVDs watched in class.
- ◆ organising thoughts by completing a concept map with detailed information for revision purposes.
- ◆ drafting and re-drafting materials for a report or essay on an issue
- ◆ refining thoughts by writing a review of their own work and noting plans for improvement
- ◆ writing a talk on a particular issue to be presented to the class

4 Employability, enterprise and citizenship

4.6 Citizenship

Issues of citizenship permeate Classical Studies. Modern views of citizenship have been shaped by our culture's understanding of citizenship in the classical

world. Teachers can help learners appreciate how citizens and non-citizens played their role in the society. This will illuminate for learners the issues of contribution to society which mattered then and matter now. Learners may develop their understanding and appreciation of citizenship in a range of ways, for example:

- ◆ comparing and contrasting values, themes and human actions between the classical and modern worlds (eg heroism, leadership or the role of women in society)
- ◆ participating in debates/delivering speeches
- ◆ working as part of a team

5 Thinking skills

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of the values of the classical world and will be able to apply these to the contemporary context to identify similarities and differences. Learners will demonstrate these skills through class work and formally assessed tasks.

5.3 Applying

Useful verbs for compiling questions/activities for 'Applying' type of thinking skills include: 'solve, show, use, illustrate, construct, complete, examine'.

Useful stems to thinking questions:

- ◆ "From the information, can you explain some implications of..."
- ◆ "What questions would you ask of..."
- ◆ "Would this information be useful if..."

5.4 Analysing and evaluating

Useful verbs for compiling questions/activities for 'Analysing and evaluating' type of thinking skills include: 'analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain'.

Useful stems to thinking questions:

- ◆ "Why did X occur..."
- ◆ "Can you explain what must have happened when..."
- ◆ "What are some of the problems of..."
- ◆ "Can you distinguish between..."

Combining assessment within Units

Assessment evidence can be gathered in a holistic manner, covering all elements of the Outcome for the Unit. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Outcome of the Unit.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still

have recognition for the Standards/s they have achieved and do not have to be reassessed on all of the Standards.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to learning, teaching and assessment means that Course and Unit planners and assessors can remove potential barriers to learning and assessment. This Course should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specification*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

Published: May 2015 (version 1.0)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Life in the Roman World (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Life in the Roman World* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in using sources of evidence, including archaeological evidence, to compare and contrast the classical Roman and modern worlds. Learners will develop in-depth factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in the classical Roman world.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These Unit Support Notes have been designed to support the use of the Unit both as part of the Higher Classical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Classical Studies *Course Specification* and *Course Assessment Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the Course Specification and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular it provides progression to Classical Studies at Advanced Higher.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

General guidance on the Unit

This Unit is designed to develop learner' skills in analysing, explaining and commenting on sources of evidence, including archaeological evidence. This will involve a certain amount of interpretation as learners apply what they can learn from archaeological sources about religious, political, social, moral or cultural aspects of life in the Roman world, and how these compare to life in the contemporary world. Learners will develop in-depth knowledge and understanding of aspects of life in the Roman world, both factual and theoretical. Developing knowledge and understanding, and learning to understand and interpret sources will all develop the learner's ability to appreciate the classical world and comprehend its continuing significance to the modern world. This point is key and should inform the approach to teaching and learning within the Unit.

If the Unit is being studied as part of the Higher Classical Studies Course, learners will need to cover one of two broad areas of mandatory content for Course assessment, as described in the Higher Classical Studies *Course Assessment Specification*:

Part A: Power and Freedom

- ◆ Roman citizenship: qualifications, rights, and responsibilities
- ◆ Structure of republican and imperial government
- ◆ Slavery in the Roman world
- ◆ Gender inequality
- ◆ Native society in a global superpower
- ◆ Political propaganda under Augustus
- ◆ Colonialism, imperialism, and globalisation

or

Part B: Religion and Belief

- ◆ State religion
- ◆ Domestic religion
- ◆ Death and the afterlife
- ◆ Mystery religions
- ◆ Rome and Christianity
- ◆ Religious tolerance
- ◆ Philosophical attitudes to religion

These two areas both contain content that is relevant to each of the two areas of study within the equivalent Unit at National 5 (*Pompeii* or *Roman Britain*).

Within this Unit learners are expected to demonstrate the skill of using archaeological sources of evidence and presenting reasoned conclusions which compare and contrast the classical and modern worlds. The contexts for study outlined above are intended to be flexible enough to provide scope for a range of possible approaches to this comparison. In so doing, this Unit contributes to one of the key aims of the Higher Classical Studies Course; to develop learners' understanding of the continued significance of the classical world today.

When using archaeological sources of evidence, learners could be presented with sources and encouraged to consider what they can and cannot learn from each one. As evidence is gained from different sources, the learner will develop a fuller picture of life in the Roman world. It would be valuable if learners could be presented with a wide range of different sources so that, learners do not simply understand aspects of the Roman world but also begin to understand how our knowledge of the Roman world has been built up from archaeological sources.

Distinction between Higher and National 5

Learners are expected to show a greater depth of abstract and theoretical knowledge at Higher than at National 5 level and to be able to analyse and interpret the textual and material sources which allow them to understand life in the Roman world at an advanced level. Whereas learners at National 5 should be able to understand what can be learnt from particular sources, learners at Higher level should, in addition to this, be able to make balanced judgements about conflicting sources and to understand that this activity forms the basis for making judgements about the past. Underlying this is the aim that learners at Higher level will come to appreciate that all views of History are, to an extent, interpretations.

In the examples that follow, deliberate attempts have been made to present similar approaches at both National 5 and Higher. This will support multi-level delivery and help illustrate the distinction in level of demand and the particular requirements of the two levels.

Potential approaches to learning and teaching

Below are examples of possible approaches to learning and teaching for this Unit, focusing on a theme and considering activities that will help learners develop their knowledge, understanding and skills.

These examples represent holistic approaches to learning, teaching and assessment that can generate a range of evidence covering all the Outcomes of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcomes in full.

These examples focus on learning, teaching and assessment in the *Life in the Roman World* Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course may develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the *Classical Literature* and *Life in Classical Greece* Units.

It may help to approach teaching of this Unit using the following pattern:

- ◆ description
- ◆ analysis
- ◆ exploration
- ◆ application

Description

This stage would involve introducing a large topic (eg Christianity) in a narrative way, pointing towards key aspects worthy of later closer analysis. This initial phase of teaching is descriptive.

The use of some text at this stage is recommended, ideally supported by notes prepared by the teacher using a wide range of secondary sources. Audio visual material should be used where possible to introduce and illustrate certain concepts. Examples of television programmes which it may be appropriate to use include, *Rome Revealed*, or *Ancient Worlds*, both broadcast in 2010, or *Ancient Rome* by the BBC.

At the end of this first phase of the topic teaching, learners should have a broad grasp of the main facts about a particular topic. In the case of Christianity in the Roman world they should be able to describe the main tenets held by early Christians according to sources of the time (rather than later Christian accounts) and describe why this new form of religion was appealing to certain members of society whose needs were not met by traditional polytheism in the Roman world.

Analysis

This stage would involve considering smaller portions of knowledge associated with the larger topic in more depth. These may be identified through consensus from discussion or from teacher prompting. The goal is to reach an understanding of how Roman society operated for both 'native' and 'Romanised' communities. For example, the class could consider different sources of evidence for tolerance and/or intolerance of Christian communities. At this point learners should be introduced to more in-depth analyses of certain principles. There are a wide range of books on the subject of religion in the Roman world, including Christianity and the teacher can provide learners with copies of articles or extracts of texts, or can create their own more detailed notes which can be provided to learners as stimulus.

Teachers/lecturers should use their professional judgement to assess the most productive method of encouraging their own learners to consider chosen topics. Learners could be asked to think imaginatively about what may or may not be appealing about the aspects of Christianity that they have studied by drawing upon prior knowledge of traditional religious belief and worship drawn from elsewhere in the Course. Discussion may often be the ideal tool but there are various methods of encouraging discussion. It may be that proposing questions to be answered in written or oral form will be the best stimulus for some learners. Others may be stimulated more by being asked to formally debate.

In this example, the goal of this stage would be to ensure that each learner is able to describe positive and negative aspects of following the new faith and understand why early Christians believed that the positives of their faith outweighed the negatives.

Exploration

Once a broad understanding has been reached about certain issues, learners should be introduced to further historical description and/or evidence about specific events in Roman history where the subject of discussion had significant impact. For example, the issue of persecution is one which has loomed large in the modern conception of Christianity in early Rome. The teacher could provide learners with a range of source material which allows them to assess how far the standard conception is a genuine reflection of a balanced view of the available sources. Extracts from *Acts of the Apostles*, and early Christian fathers such as Tertullian, could be read alongside Roman historians such as Tacitus and the famous letters of Pliny on the subject.

Application

A key purpose of Classical Studies is to compare and contrast the classical and modern worlds in order to gain insights into the contemporary world. As such, the climax of each segment of study could be an attempt to consider modern institutions or ideas in light of what has been learnt. Debates or role play could be an excellent way of putting this final, vital stage of the intellectual process into action.

Integration within and across Units

Teaching of this Unit could be integrated with either the *Classical Literature* or *Life in Classical Greece* Units, as is appropriate. For example learners should be encouraged to see how the values in the literature are formed and also impact on the society at large.

Assessment and gathering evidence

Teachers/lecturers should aim to integrate assessment into the delivery of the Course where possible to encourage learners to appreciate assessment as a fundamental part of learning rather than an externally imposed test.

This Unit allows learners to assess important ideas and concepts in Roman society and to make valid points about their purpose, use and influence. Teachers should encourage this type of interrogation of concepts throughout the Course and should assess the progress of learners in forming coherent and valuable conclusions in regular formative assessments. The learners should be made aware of their progress and allowed to chart their success.

At key points in the Unit it may be beneficial for learners to be given the opportunity to select a particular topic within the Unit through which they may demonstrate that they have met one or both of the Outcomes.

For example, a learner could prepare a presentation on the Roman political system which assesses the evidence, describes how each body in the government was selected, assesses its strengths and weaknesses, offers valuable comparison with modern society, and includes the expression of viable judgements to meet the requirements for one, or both of the Outcomes in this Unit.

It would also be feasible for oral assessment to take place in the form of a discussion or debate. The teacher could provide learners with a range of evidence in the form of textual extracts and ask them to discuss what can be learnt from them about the Roman world, and how this can help their understanding of modern life. It may be unlikely that such an exercise could, on

its own, clearly show that a learner has achieved a particular Outcome. However observation of such discussion could certainly contribute to assessment.

All assessment should:

- ◆ cover subject content at the appropriate level without bias or stereotyping
- ◆ use content, resources and assessment materials that recognise the achievements and contributions of different groups
- ◆ where appropriate, provide a balance of assessment methods and encourage alternative approaches

Exemplification of the learning, teaching, and assessment process

The following example illustrates the approach described above using the context of the topic of Imperial Propaganda (Power and Freedom).

i) Description

Using notes and text, the teacher leads lessons explaining the nature of the propaganda of Augustus implying that the emperor was benevolently restoring the republic.

ii) Analysis

Learners analyse what propaganda is and assess some key examples of it such as the Arch of Titus, the Ara Pacis, the famous statues of barefooted Augustus in Armour, and Augustus as Pontifex Maximus. They can discuss the impact of these pieces of propaganda and assess in historical context why they may have appealed to the Roman populace.

iii) Exploration

Learners would be provided with some extracts from *Aeneid*, *Res Gestae*, panegyric poetry; and political speeches such as Cicero's *Philippics* which enable them to explore how the achievements of Augustus were celebrated and the activity of their enemies, such as Antony and Cleopatra were demonised. Relevant passages from Tacitus and Cicero, which criticise the assumption of authoritarian power could also be used.

iv) Application

Finally, learners should be encouraged to see how propaganda using visual imagery and literary creation has impacted the modern world and how it continues to shape perceptions in the modern world.

Added value — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a Higher level piece of research could be highlighted and attempt should be made to provide initial stimulus to the learner.

It may be appropriate to consider creating a form of 'contract' with the learner, so that the learner (and teacher/lecturer) knows exactly what he/she is expected to do and what type of support will be provided. The nature of resources, expertise, and topic or issue, as well as the presence or absence of specific learning needs, will dictate the terms of 'contract' agreed upon.

It is a requirement of the Higher Classical Studies assignment that the learner draw relevant comparisons between the classical and modern worlds. If a teacher/lecturer has difficulty seeing where effective comparison can be made

with the modern world then it would be appropriate to discuss with the learner how to amend the focus of the study. Learners and teachers/lecturers are encouraged to be imaginative in finding appropriate topics or issues for study that invite comparisons between the classical and modern worlds.

The following are possible examples of topics within the context of this Unit that may be suitable for the assignment at Higher:

- ◆ A study of the temples of Vespasian and Isis and what they can tell us about Roman religious practices in comparison with modern religion.
- ◆ What can we learn from the Romans' treatment of Christians about tolerance and religious persecution in the contemporary world?
- ◆ What can an archaeological study of gladiators tell us about Roman culture, values and day-day life?
- ◆ In what ways was the Roman empire similar to the British empire?

The areas suggested above are for guidance only and would draw upon knowledge and understanding primarily from the *Life in the Roman World* Unit. Further challenge and application could involve a comparative aspect by drawing upon knowledge and understanding of events or themes developed in the *Life in Classical Greece* or *Classical Literature* Units.

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for this Unit. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability at a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors needs to be considered in determining the level of demand. For example, while in general increasing the number of sources used in a question may increase the level of demand upon the learner, increasing the complexity of a single source will also increase the level of demand.

The following terms are used in the Assessment Standards for this Unit.

Analysing and explaining in depth involves the ability to break down information into its constituent parts and — based on this — to provide an explanation. The requirement for depth means that learners will need to show that they have applied relevant knowledge and understanding and gone beyond a straightforward description. For example, when looking at the inscription on a tombstone they would explain what it meant, but go beyond this to explain what

the inscription revealed about the owner, and the values or concerns of wider Roman society.

- ◆ **Presenting detailed, reasoned and well-structured conclusions** will involve learners being able to provide a clear line of argument involving a clear position, description of supporting evidence, responses to potential challenges and so on. The learner will need to state a conclusion which, although it may be incomplete, is unambiguous.
- ◆ **Explaining theoretical or abstract ideas** refers to knowledge and understanding that goes beyond being able to describe or explain factual elements of an issue, topic, source etc. This covers a wider variety of different ideas, depending on the context. In relation to this Unit this may involve a learner being able to compare and contrast religious aspects of life in the Roman world with the place of religion in contemporary British society.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the main skills focus of the Unit is on analysing sources, learners will develop both reading, writing and higher-order thinking skills as they investigate textual and other sources, and process the information they contain, in order to draw comparisons between the classical Roman and modern worlds.

The Unit will also provide rich and varied opportunities for learners to develop personal learning, by providing rich and varied contexts for extended personal study in the Classical Studies assignment.

1 Literacy

Learners should be encouraged to read widely and produce extended writing where appropriate. The Unit provides opportunities for learners to undertake a wide variety of written tasks. They are also likely to experience listening and talking skills during class discussions and debates.

1.1 Reading

Within this Unit, learners will develop their literacy skills in many significant ways by reading a range of possible types of classical literature including, for example:

- ◆ extracts from historical accounts, eg Pliny (can also develop the skill of assessing the usefulness of a source)
- ◆ modern historical accounts of classical Roman society (can also develop the skill of assessing the usefulness of a source)
- ◆ online resources
- ◆ summaries or introductions to archaeological evidence
- ◆ classical literature (may be in a range of forms such as poetry, prose or drama)

1.2 Writing

The Course overall will provide considerable opportunities to develop writing skills within the Units and Course assessment. Although assessment of this Unit need not involve extended writing, learners should be encouraged to read widely and undertake extended writing where appropriate in order to facilitate progression to Higher Classical Studies and the world of work. Within this Unit learners will develop their literacy skills in many significant ways by, for example:

- ◆ develop note taking skills, when taking key points of information from a historical account of life in Roman Britain
- ◆ drafting and redrafting summaries from notes
- ◆ preparing notes for participation in discussion and debate
- ◆ developing skills in note taking by making notes from websites or from media clips/DVDs watched in class
- ◆ organising thoughts by completing a concept map with detailed information for revision purposes
- ◆ drafting and re-drafting materials for a report or essay on an issue
- ◆ refining thoughts by writing a review of their own work and noting plans for improvement
- ◆ writing a talk on a particular issue to be presented to the class

4 Employability, enterprise and citizenship

4.6 Citizenship

Issues of citizenship permeate Classical Studies. Modern views of citizenship have been shaped by our culture's understanding of citizenship in the classical world. Teachers can help learners appreciate how citizens and non-citizens played their role in the society. This will illuminate for learners the issues of contribution to society which mattered then and matter now. Learners may develop their understanding and appreciation of citizenship in a range of ways, for example:

- ◆ comparing and contrasting aspects of daily life between the classical Roman and modern worlds (eg slavery, the make-up of the household, or the role of women)
- ◆ focusing on issues explicitly related to citizenship, eg slavery
- ◆ participating in debates/delivering speeches
- ◆ working as part of a team

5 Thinking skills

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of the values of the classical world and will be able to apply these to the contemporary context to identify similarities and differences. Learners will demonstrate these skills through class work and formally assessed tasks.

5.3 Applying

Useful verbs for compiling questions/activities for 'Applying' type of thinking skills include: 'solve, show, use, illustrate, construct, complete, examine'.

Useful stems to thinking questions:

- ◆ “From the information, can you explain some implications of...”
- ◆ “What questions would you ask of...”
- ◆ “Would this information be useful if...”

5.4 Analysing and evaluating

Useful verbs for compiling questions/activities for ‘Analysing and evaluating’ type of thinking skills include: ‘analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain’.

Useful stems to thinking questions:

- ◆ “Why did X occur...”
- ◆ “Can you explain what must have happened when...”
- ◆ “What are some of the problems of...”
- ◆ “Can you distinguish between...”

Combining assessment within Units

Assessment can be gathered in a holistic manner, covering all elements of the Outcome for the Unit. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Outcome of the Unit.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still have recognition for the Assessment Standards they have achieved and do not have to be reassessed on all of the Standards.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations; learner interviews; question and answer sessions; videos of discussions; group work; presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); a learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to learning, teaching and assessment means that Course and Unit planners and assessors can remove potential barriers to learning and assessment. This Course should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specification*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Page 48: updated description of mandatory Course content, to reflect updates made in version 1.1 of the Course Assessment Specification	Qualifications Manager	May 2015

© Scottish Qualifications Authority 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.