

National 4 Classical Studies Course Support Notes



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course. These Support Notes incorporate support for the Added Value Unit.

General guidance on the Course

Aims

The purpose of this Course is to develop the learner's knowledge and understanding of the classical Greek and Roman civilisations by comparing these societies with the modern world. This will be achieved through successful study of the Course Units: *Life in Classical Greece*; *Classical Literature*; and *Life in the Roman World*.

The Course will develop investigating and thinking skills to help learners to understand and link the classical and modern worlds.

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

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

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.

Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

The experiences and outcomes for social subjects may provide an appropriate basis for entry to this Course.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Course, there is no direct match between the experiences and outcomes and the requirements of this Course. If learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing 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 National 4 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.

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

Added Value

With guidance, researching and processing information and presenting findings on a classical studies topic or issue, demonstrating the ability to apply straightforward knowledge and understanding of the classical and modern worlds to draw comparisons between them.

Skills

- ◆ Understanding and commenting on the usefulness of sources of evidence about life in the classical world.
- ◆ Using sources of evidence, including archaeological evidence, to compare the classical and modern worlds.
- ◆ Using classical literature to draw straightforward conclusions about universal ideas, themes or values.

Knowledge and understanding

- ◆ Straightforward factual knowledge and understanding of religious, political, social moral or cultural aspects of life in classical Greek and Roman societies.
- ◆ Straightforward factual knowledge and understanding of classical 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 science as well as a range of careers. In particular this Course provides progression to National 5 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, to facilitate multi-level delivery, allow for learners to achieve at their highest level and allow for achievement 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 of contexts for learning 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 and National 5 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 detail of knowledge and understanding, more reasoned conclusions and viewpoints, and 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 achieving. 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 requirements of the National 4 Added Value Unit and the assignment at National 5 have been designed to facilitate flexible delivery. The activities undertaken in preparation for the National 5 assignment may generate evidence to meet the requirements of the National 4 Added Value Unit. If this approach is used, centres must ensure that the learner's evidence generated within the National 5 assignment is carefully measured against the appropriate standard of the National 4 Added Value Unit. The requirements of the National 5 assignment and the National 4 Added Value Unit are not differentiated solely by the level of the learner's response.

Example of differentiating content

In the *Classical Greece* Unit, learners will need to understand and comment on the usefulness of sources of evidence in comparing the classical and modern worlds. At National 5 learners will also need to do this, but will need to explain sources of evidence in greater detail and contrast as well as compare the classical and modern worlds. For example, at National 4 learners may look at evidence of the function of democracy in Athens, describe what they have learned, and conclude that there is a key similarity in the fact that both classical

Greek and modern societies were based around a democratic system. At National 5 learners would be required to go into greater depth, identifying the changing nature of democracy between classical and modern times, and explaining the nature of the source and its limitations in greater detail.

Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning can be found in the *Unit Support Notes* for National 4 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 aspects of the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. 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:

- ◆ Understanding Greek religious practices within the *Life in Classical Greece* Unit may be enhanced by integrating this study with examining the Medea as part of the *Classical Literature* Unit
- ◆ Studying Roman archaeological remains from Pompeii may provide useful knowledge about the social make-up of the Roman world. For example, the various sizes of buildings provide clues to the relative status of their owners. Although this particular knowledge may be firmly located in the context of the Roman world, the ability to learn from sources, and the knowledge about Roman society, may well be helpful when learners compare the classical and modern worlds within the *Life in Classical Greece* Unit.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and work they need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

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 where a learner completes this Course they will not have to repeat assessment for the same skill more than once.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. The skills should be developed and practiced across all the Units and are transferable to all three Units.

Life in Classical Greece	Comment on the usefulness of sources of evidence.
Classical Literature	Describe and comment on universal ideas, themes or values.
Life in the Roman World	Use evidence, including archaeological evidence, to compare the classical and modern worlds.

Sequence of delivery

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider the how best to introduce the Classical Studies assignment. One approach is to wait until learners have covered a range of topics before making a decision about the topic or issue to be studied. However, the development of skills should be a part of teaching and learning from the outset and learners will progressively build up the skills and retain evidence of these skills throughout the Course.

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.

Considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods could be used to gather evidence such as limited written responses, use of sources, presentations, role play, 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. Students should have a clear understanding of the requirements of the Course. Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

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, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and understand who can give them help if they need it. To this end:

- ◆ Teachers and lecturers should share learning/assessment criteria.
- ◆ Teachers and lecturers should deliver effective feedback.
- ◆ Teachers and lecturers should encourage peer and self-assessment.
- ◆ Teachers and lecturers should 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.

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:

- ◆ **Straightforward terms/ factual terms** involves a learner being able to identify and describe the obvious features of a topic. For example, when studying types of Greek architectural structure they would be able to summarise the main purposes of different structures (temples, houses, civic spaces etc).
- ◆ **Describing** involves a greater degree of detail than simply outlining (required at lower levels). It involves a learner communicating an understanding of some of the implications and interrelationships within a theme or topic, but without doing this fully, and without fully itemising all the relevant information. For example, a learner may describe how the voyage of Odysseus illustrates the theme of leadership but not go on to explain the complexities and uncertainties which the story raises due to the negative consequences of some of his actions.
- ◆ **Straightforward conclusions/comments** will involve learners describing, mostly accurately, some of the key pertinent features of a topic and/or giving a conclusion which includes most of the key points expected. They need not demonstrate a full or thorough level of understanding of the main elements, and there may be discrepancies or omissions in their conclusion. Their conclusion need not be original, nor need it be the learner's personal view.
- ◆ **Straightforward comparisons** will involve the learner identifying single points of either similarity or difference relating to aspects of life in the classical and modern worlds. This is in contrast to the level of demand at National 5 and Higher. At these levels learners are required to compare and also contrast. This will require a greater level of knowledge and understanding, and the ability to appreciate and explain an idea, practice, value etc in detail, taking into account its complexities.

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 ...

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 of 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. 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 may read a variety of texts, including historical accounts of Greek and Roman life, extracts of classical plays, or epic poems or modern historical writings. This means that they will also be able to consider many different types of text. They will also learn to consider 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.

Citizenship

Issues of citizenship permeate Classical Studies at all levels. At National 4 the Course will develop 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 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.

Understanding and applying

The Course will involve learners in using 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, it is reasonable to expect teachers or tutors to 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 understanding and application likely to be found within a National 4 Course may include the following:

- ◆ Assessing and commenting on the usefulness of an extract from Thucydides' account of the war with Sparta in providing information to compare warfare in modern and classical times.
- ◆ Describing the actions of characters within the *Medea* and their consequences, and how these are relevant to an understanding of people's motivations and characters today.

The assignment

Completing the Added Value Unit (the assignment) will also 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.

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. Although learners need not present the evidence for assessment in written form, it is likely that it will involve at least some written work. Learners may describe and summarise the research they have carried out, assess the usefulness of different sources, and express opinions and viewpoints, as well as personally reflect upon what has been learned. The range of styles of written response to the topic or issue is very wide.

Added value and gathering evidence

At National 4 the added value will be assessed in the Added Value Unit.

Information given in the *Course Specification* and the *Added Value Unit 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. This will be assessed by a Classical Studies assignment.

The Classical Studies **assignment** will require the learner to demonstrate challenge and application related to an appropriate classical studies topic or issue. The learner will choose an appropriate topic or issue for study, with support and collect evidence from at least two sources of information. They will organise and use the evidence collected to address the topic or issue. They will demonstrate knowledge and understanding of key features of the topic or issue and provide a straightforward comparison between at least one aspect of the classical and modern worlds.

Mentoring

The teacher/learner should engage in a mentoring process with the learner. This will involve offering advice and guidance on an appropriate choice of topic or issue, directing the learner to potential sources of information and helping the learner structure their work. The teacher/lecturer should offer guidance on an appropriate choice of topic or issue that allows the learner potential to extend and apply their skills, knowledge and understanding. For example, a learner may be interested in the topic of Roman Britain but may need guidance to decide on an appropriate focus within the broad topic. Many issues will be relevant to more than one of the Course Units, and this is acceptable.

While the learner should choose the question to be researched, the teacher/lecturer will provide guidance on access to available resources. It would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the Assessment Standards.

The teacher/lecturer may also give learners advice and guidance on how to structure the assignment. This should involve advice on a range of factors, such as possible approaches to research and research questions and possible methods of presenting their findings.

Time allocation

The Classical Studies assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the National 4 Classical Studies Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

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.

Evidence

Learners should communicate their findings in a form that shows evidence of the skills they have used, demonstrates knowledge and understanding of the topic or issue studied and clearly communicates their findings. They may present their findings in a variety of ways. The aim of the presentation of findings is to assess the quality of the learner's research and understanding of the topic or issue.

Authentication

Assessment of the National 4 Added Value Unit may raise particular concerns about authentication of candidate work. However the following advice is relevant to all Unit assessment.

Authenticating learner evidence is more challenging when the teacher/lecturer does not have the opportunity to observe the learner carrying out activities or producing evidence at first hand. When the teacher/lecturer does not have this *direct evidence*, he/she will need to take steps to confirm that the learner's evidence was genuinely produced by them. This process is often referred to as authentication. A rigorous authentication system can minimise the number of malpractice cases encountered.

Authentication can be achieved by using one or more of:

- ◆ use of personal logs
- ◆ questioning
- ◆ observation
- ◆ software programmes for detecting plagiarism
- ◆ producing evidence under controlled conditions

Personal logs

Where learners are producing evidence over an extended period of time, a diary or 'log' of the activities they do in the course of the assessment can be maintained. The log can be used to record success and problems, and can provide the teacher/lecturer with a basis for questioning. The log can also be used for authentication. The log could include dates and times for the events described.

Questioning

When the teacher/lecturer has not been able to see the learner perform activities at first hand, it will be useful to ask questions about what they did and why they did it. This will help the teacher/lecturer to confirm that the learner has done the work presented as their own.

Observation

Where learners are producing evidence within a centre, teachers/lecturers can gather evidence and authenticate evidence through direct observation of learners. Checklists can be a helpful resource in doing this. Particularly where learners are producing evidence orally, this methodology can help in the gathering of naturally occurring evidence

Software programmes for detecting plagiarism

A range of commercially produced software programmes is available to detect plagiarism.

Producing evidence under controlled conditions

Producing evidence under controlled conditions may provide an appropriate way of authenticating learner evidence.

Re-assessment

Normally learners should be given one, or in exceptional cases, two re-assessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment. It is also the centre's responsibility to decide the nature of the reassessment which is most appropriate for each learner on each occasion.

While it is recommended that assessment should take place when the learner is ready, the teacher/lecturer is responsible for monitoring the learner's progress and in the majority of circumstances support should be provided so that the centre is confident that the learner is secure in their learning before they complete the assessment. It is the centre's responsibility to ensure appropriate learning and teaching, and to provide support for learners, including opportunities for appropriate consolidation and support for learning both before and, if necessary, after the assessment

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interest for them and

they should be encouraged to choose a variety of relevant sources for research. Learners should also choose a method of presentation that suits them.

Flexibility in the choice of topic and method of presenting evidence within Unit assessments allows learners to choose the method of study and form of assessment that allows them to best demonstrate their capabilities. This flexibility provides more opportunities to demonstrate attainment in a variety of ways for all learners and reduces barriers to achievement.

This flexibility can aid in the delivery of the National 4 Classical Studies Course as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

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, religion etc, 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 Course assessment requirements in order that the 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 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 assessment arrangements section of 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 Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*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: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Life in Classical Greece (National 4)



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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* (National 4) 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 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 understanding and commenting on the usefulness of sources of evidence in comparing the classical Greek and modern worlds. Learners will develop straightforward factual knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greece.

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 National 4 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 National 4 Classical Studies *Course Support Notes*.

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 National 5.

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 knowledge and understanding of key aspects of life in Classical Greece.

Within this Unit, learners are expected to demonstrate the skill of commenting on the usefulness of sources of evidence in comparing the classical and modern worlds. The contexts for study within the Unit are flexible, to provide scope for a range of possible approaches to this comparison. A range of relevant issues such as slavery, religion, democracy, family life, rites of passage etc are all relevant in different ways to contemporary life, and provide rich scope for drawing meaningful and imaginative comparisons between the classical and modern worlds. In so doing, this Unit contributes to one of the key aims of the National 4 Classical Studies Course; to develop learners' understanding of the continued significance of the classical world today.

In the examples that follow, deliberate attempts have been made to present similar approaches at both National 4 and National 5. 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 two 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.

Each of these examples represents a holistic approach to learning, teaching and assessment that can generate a range of evidence covering both the Outcomes and all the Assessment Standards 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 some of the Outcomes and Assessment Standards for the Unit, or the Outcomes overall.

These examples focus on learning, teaching and assessment in the *Classical Greece* 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 easily be adapted to incorporate elements of both the *Classical Literature* and the *Life in the Roman World* Units.

Example 1 – debates about democracy in Classical Greece

Debates and discussion groups, along with background research to prepare for the event, can provide a stimulating approach to study of this Unit. There are a number of possible questions that may provoke an interest and response in learners, and help bring the subject matter to life at this level. For example ‘How is modern democracy similar to democracy in classical Greece?’; ‘Was life for the poorest classes in 5th century Athens easier or harder than it is in modern society?’. These are suggestions; there will be many more possibilities.

As a method of active learning, the use of debating will help learners develop their own ideas. Debating may also present the learner with ideas that contradict and challenge their knowledge or understanding. Learning how to consider the usefulness of sources and develop the skills to put forward reasoned comments and respond to others’ arguments can all help learners to build confidence and clarify their own thinking.

There are a number of good-quality websites that give guidelines concerning how to structure a debate. Consulting teachers of English/Communications would also be a good starting point.

Firstly, learners could engage in reading, discussion and investigation about different aspects of, for example, slavery in Classical Athens. This could involve learners working in teams to identify issues to research, carry out this research individually, and then return to the group to pool what they have learned. The group could then work together to use all this information to prepare for a classroom debate about the issues involved.

For a successful debate there should be two well-balanced teams who are able to research and develop their arguments. Teams may need to be kept relatively small in order to ensure that there is evidence of each learner having met the Outcomes and Assessment Standards of the Unit.

The teacher/lecturer could propose a motion, based on the research and the topics involved, and designate one team to argue on one side and one team to argue on another. It is important that learners understand they do not need to personally believe what they are debating for, but need to argue for the statement they are supporting. The teacher/lecturer should guide learners towards relevant materials allowing them to access information which will help them produce their arguments, and respond to those of the other team.

Points to consider when constructing a good argument would include:

1. What is the main point of the argument being made?
2. Producing a transcript of the arguments that the team will present may well be useful as this can act as an aide mémoire and also provide evidence, if this task is being used for assessment.
3. When presenting their arguments the learners should be encouraged to present their ideas with confidence.
4. Each team should attempt to second guess the arguments the other team will present so that they will be ready to counter their arguments.

Generating evidence for assessment

The preparation for the debate and the debate itself could provide evidence for Unit assessment in a range of ways including:

- ◆ a learning log may provide evidence of the learner's developing understanding as they have researched the topic and prepared for the debate
- ◆ notes taken demonstrating initial knowledge and understanding
- ◆ teacher observation of discussions demonstrating initial knowledge and understanding
- ◆ annotated materials and notes demonstrating knowledge and understanding and the ability to understand/comment on sources
- ◆ poster presentation demonstrating knowledge, understanding and the ability to explain and comment on sources
- ◆ pro forma for preparing for debate, recording/observation of debate, feedback from debate all demonstrating knowledge, understanding and the ability to explain and comment on sources
- ◆ the class debate could be recorded or filmed

Example 2 — Presentations on the aspects of Greek religious belief

This Unit provides an ideal opportunity to help learners develop presentation skills whilst working individually as well as in groups as described in example 1 above. Producing a presentation on a particular aspect of Greek religion provides a possible example of how this approach may work. This can develop personal learning, communication and organising skills at the same time as developing knowledge and understanding of the significance of the content. A particular aspect of the learner's presentation should be to show that they have thought about and commented on the usefulness of the sources they have used. This approach may also provide a starting point for further study within a learner's assignment.

In this example, learners are asked to research the cult of Dionysus.

Initially the teacher/lecturer leads lessons introducing the nature of the Greek pantheon, focusing on the Olympian gods, particularly Dionysus.

Learners then work independently to research some of the detail of the cult of Dionysus, including the Dionysia, buildings, myths/stories etc. Potential sources could include extracts from the Iliad or Odyssey. As part of this work, learners could be directed to look at some sources describing how or Dionysus was worshipped in the city. Material sources can be used if appropriate.

Learners would be encouraged to compare the religious practices and traditions associated with Dionysus with contemporary religious practices in the UK, and describe how these compare. They would then be encouraged to consider their own comment on the usefulness of the sources they have used. They could be prompted in this to consider such things as practices, places of worship, or the difference between a modern monotheistic religion and the range of deities in classical Greece.

Presentations may take a wide range of forms from simply spoken presentations supported by notes, using ICT, video or images, involving role play, demonstrations, etc. Learner's final presentations may thus end up covering quite different ground in different ways, despite stemming from the same initial stimulus. Evidence of considering the usefulness of sources may be explicitly included in the final presentation or contained in supporting notes or written work.

Generating evidence for assessment

These activities could provide evidence for Unit assessment in a number of ways, including:

- ◆ notes and written summary demonstrating knowledge and understanding of sources and the religions studied
- ◆ tracked changes and comment balloons in electronic documents, perhaps demonstrating knowledge and understanding of sources and their usefulness
- ◆ presentations (possibly recorded) and feedback (could be recorded on a pro forma) demonstrating comment on sources
- ◆ summaries, edits to summaries, questions and presentations (with feedback) — further demonstrating knowledge, understanding and the ability to explain and comment on comparisons between religions in the classical and modern worlds
- ◆ teacher observations — which could be recorded in a written record and could be followed up with progress interviews
- ◆ written piece, possibly with follow up discussion with teacher (in class or online) — this could be self-assessed, peer assessed, followed by teacher/lecturer review

Added Value Unit — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a National 4-level piece of research could be highlighted and attempts 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 National 4 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 that may be suitable for the assignment at National 4:

- ◆ Athenian Democracy
- ◆ The Role of an Athenian Citizen
- ◆ Athenian Religious Festivals
- ◆ Athena on the Acropolis
- ◆ A Woman's Life in Classical Athens
- ◆ Slaves in Classical Athens

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 Unit Specifications for this Unit.

- ◆ **Straightforward/factual terms** involves a learner being able to identify and describe the obvious features of a topic. For example, when studying types of Greek architectural structure they would be able to summarise the main purposes of different structures (temples, houses, civic spaces etc).
- ◆ **Describing** involves a greater degree of detail than simply outlining (required at lower levels). It involves a learner communicating an understanding of some of the implications and interrelationships within a theme or topic, but without doing this fully, and without fully itemising all the relevant information. For example, a learner may provide evidence of understanding the practical operation of democracy within classical Athens, but not go on to explain how the concept of democracy was different compared with the contemporary world.
- ◆ **Straightforward conclusions/comments** will involve learners describing, mostly accurately, some of the key pertinent features of a topic and/or giving a conclusion which includes most of the key points expected. They need not demonstrate a full or thorough level of understanding of the main elements, and there may be discrepancies or omissions in their conclusion. Their conclusion need not be original, nor need it be the learner's personal view.
- ◆ **Straightforward comparisons** will involve the learner identifying single points of either similarity or difference relating to aspects of life in the classical and modern worlds. This is in contrast to the level of demand at National 5 and Higher. At these levels learners are required to compare and also contrast. This will require a greater level of knowledge and understanding, and the ability to appreciate and explain an idea, practice, value etc in detail, taking into account its complexities.

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 ‘consider 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 in order to facilitate progression to National 5 and the world of work. 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).

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 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.
- ◆ work 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 Greek society and will be able to apply this to make comparisons with the modern world. Learners will also develop the skill of commenting on the usefulness of sources of evidence in assisting with this comparison.

Learners will demonstrate these skills through class work and formally assessed tasks.

5.2 Understanding

Giving brief explanations and providing reasons will develop skills of understanding in a range of contexts.

5.3 Applying

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

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 this document 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 where 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 on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
- ◆ Coursework Authenticity — a Guide for Teachers and Lecturers
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ 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
- ◆ Template and Guidance for Unit Assessment Exemplification
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Classical Literature (National 4)



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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* (National 4) 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 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 commenting on universal ideas, themes or values revealed by classical literature. Learners will be required to study classical literature from either the classical Greek or classical Roman worlds. Learners will develop straightforward factual knowledge and understanding of universal ideas, themes or values which link the classical and modern worlds.

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 National 4 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 National 4 Classical Studies *Course 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 National 5.

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 intended to approach classical literature primarily as a source for acquiring evidence about the classical world. However, by explaining both factual elements of a text (in terms of the narrative involved and the actions of characters) and the themes these illustrate, learners will be encouraged to develop an appreciation and understanding of classical literature which goes beyond simply using the text as a source of information.

The unique contribution of the Unit is both to focus on literature as a historical source and, within that, to identify themes which illustrate the continuity of human experience across the classical and modern worlds. By commenting on the continued significance of a theme within the contemporary world, learners will gain valuable experience in making connections between societies which may at first appear widely different.

In the examples that follow, deliberate attempts have been made to present similar approaches at both National 4 and National 5. 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 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.

Each of these suggestions could support 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 suggestions 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 easily be adapted to incorporate elements of both the *Classical Greece* and the *Life in the Roman World* Units.

A thematic approach

Classical texts offer ample scope for consideration of the themes of Leadership, Fate versus Free Will, Heroism, Conflict and so on. There is scope for considering these themes singly across texts and within individual texts.

As a result, the learner will be able to relate the themes from the fictional world which Oedipus, Medea and Odysseus inhabit, or the 'factional' world which Livy presents, to contemporary classical Greek and Roman perspectives and, at the same time, to develop their perspective into comparison/contrast with the modern world.

The texts to be studied can be treated individually. There are various examples of the texts available, suitable for a wide range of reader ability, from relatively simple versions to exact, academic translation. Each of these levels of version will be appropriate for learners at different levels of competence.

There are a number of non-literary versions (visual or audio-book), of varying degrees of accuracy, which can provide an interesting and stimulating introduction to the study of the written text.

Description and introduction

For example, the teacher/lecturer may start by introducing a text, say the *Odyssey*. At this initial stage it may be important for the teacher/lecturer to provide an overall description of the narrative, the characters and the storylines involved. The aim of this stage would be to ensure that learners have a secure grasp of the basics of the text.

It may be appropriate to use good-quality films, TV productions, online videos or other sources at this point, to bring scenes or sections from the text to life and make the overall text more accessible.

Identifying human themes

Learners could then be asked, with support and prompting from the teacher/lecturer as necessary, to identify certain themes within the text which they are interested in. These themes will then provide the focus of further study into the text.

For example, the teacher/lecturer could propose a number of themes and ask learners to identify which they think are relevant to the story of the *Odyssey*. Or a group discussion could be used to ask learners to identify what words they associate with a scene from the text. This might identify a range of possible themes; love, heroism, violence, revenge, loss etc. The themes identified are less important than the extent to which they allow learners a way to understand the text.

The group could then take a vote on a theme which they want to investigate in more detail. The teacher/lecturer identifies questions relating to the theme, and the group then agrees on a single question to focus further study. For example, the following questions may all be appropriate to consider at this stage:

- ◆ what kind of leader is he in the Cyclops episode — predatory, wily, daring, rash?
- ◆ at the Aeolus episode, is he too trusting, naive or does he just display simple human weakness?
- ◆ is ancient Heroism to be seen as something rather different from modern heroism?

Similarly, in relation to other texts, the following questions may be appropriate:

- ◆ what would an ancient have made of a dominant female (Medea)?

- ◆ do characters such as Medea, Jocasta or Lucretia strike a chord today? In what way(s)?

As a result of this exercise, a group may be interested in the themes of leadership and love that run throughout the text. Following discussion they agree to focus on the question: is Odysseus a good role-model today?

Example 1 — Debates/discussion groups

This question could provide substantial material for debates within the group. The group could be split into teams, each arguing on one side of the question. Learners' could be asked to take the part of 'witnesses', for example soldiers from Odysseus' ship. This could then include an element of role play in the debate, as these witnesses describe various features of Odysseus' leadership, for example one witness could testify to his toughness and wisdom in advising them not to eat the Helios' cattle despite their pleas, another to his recklessness in endangering their lives when encountering Cyclops.

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.

Example 2 — Creative written work

To further develop the idea of the relevance of the theme to contemporary life, learners could produce imaginary newspaper reports or blogs about the story, offering their comment on Odysseus' leadership of his men, his desire to return home. This activity could produce posters, blogs, social media pages etc highlighting different positive and negative aspects of the Odysseus character. They might, for example, be tasked to produce a newspaper column as if the story were half-way through, either praising Odysseus as a role-model or criticising him. Alternatively they could be asked to assume the role of another character from the text (eg a suitor, or a member of his ship) and assess his character from their perspective.

Learners could compare Odysseus with well-known leaders or heroes from contemporary culture, and highlight similarities and/or differences.

Generating evidence for assessment

These activities could provide evidence for Unit assessment in a number of ways, including:

- ◆ notes and written summary demonstrating knowledge and understanding of the text(s) studied
- ◆ tracked changes and comment balloons in electronic documents, perhaps demonstrating knowledge and understanding of the texts(s) and their usefulness as sources
- ◆ plays and role plays could be recorded or filmed
- ◆ the scripts, notes etc produced to support a play or role play may provide rich evidence of learners' understanding, and the skills of commenting on universal themes and making comparisons
- ◆ presentations (possibly recorded) and feedback (could be recorded on a pro forma) demonstrating comment on sources

- ◆ summaries, edits to summaries, questions and presentations (with feedback) — further demonstrating knowledge, understanding and the ability to explain and comment on comparisons the classical and modern worlds
- ◆ teacher observations — which could be recorded in a written record and could be followed up with progress interviews
- ◆ written pieces, possibly with follow up discussion with teacher (in class or online) — this could be self-assessed, peer assessed, followed by teacher/lecturer review

Accessing appropriate texts

There are various examples of the texts available, suitable for a wide range of reader ability, from relatively simple versions to exact, academic translation. Each of these levels of version will be appropriate for learners at different levels of competence.

There are a number of non-literary versions (visual or audio-book), of varying degrees of accuracy, which can provide an interesting and stimulating introduction to the study of the written text.

When there is a range of ability in a class, a case may be made for adopting a 'middle-of-the-road' version to enable general appreciation of the subject matter. This can be supplemented by analysis at levels to suit the individual who may require an easier or more demanding version of the text.

Reading of the text may be achieved by private, quiet 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.

The learner should be encouraged to recognise that the literature which is being read has lasted for a long time. It is important that the reader should be encouraged to consider that the successful survival of these texts may be due to the fact that the texts were always intended to be more than just individual stories. Some of the texts even formed part of a religious festival.

Often a visual display can enhance a sense of 'being in the action'. Care is of course needed to ensure that inaccuracies in representation 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.

Added Value Unit — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a National 4-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 National 4 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.

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 National 4:

- ◆ A mind-map of Medea and the role of women in classical Greece.
- ◆ Building a model of a production in the Theatre of Dionysus (a mixture of *Life in Classical Greece* and *Classical Literature* Units).
- ◆ Public performance of a version of a production in the Theatre of Dionysus.
- ◆ A game written and developed around the theme of Odysseus (snakes-and-ladders: fate and free will).
- ◆ Heroes and Harry Potter — using the world of myth and imagination to find links with the characters in the modern novels.
- ◆ 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 Unit Specifications for this Unit.

- ◆ **Straightforward factual terms** involves a learner being able to identify and describe the obvious features of a topic. For example, when studying a classical text they would be able to communicate an understanding of factual elements of the narrative, the characters and their actions, but not go into detail about the universal themes these illustrate, or the complexities of sub-plot, etc.
- ◆ **Describing** involves a greater degree of detail than simply outlining (required at lower levels). It involves a learner communicating an understanding of some of the implications and interrelationships within a theme or topic, but without doing this fully, and without fully itemising all the relevant information. For example, a learner may describe how the voyage of Odysseus illustrates the theme of leadership but not go on to explain the complexities and uncertainties which the story raises due to the negative consequences of some of his actions.
- ◆ **Straightforward conclusions/commenting on** will involve learners describing, mostly accurately, some of the key pertinent features of a topic and/or giving a conclusion which includes most of the key points expected. They need not demonstrate a full or thorough level of understanding of the main elements, and there may be discrepancies or omissions in their conclusion. Their conclusion need not be original, nor need it be the learner's personal view.

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 'describe and respond to classical texts', learners will develop literacy skills in depth. Learners should be encouraged to have an appreciation for the texture of the language they are studying. Learners should be encouraged to read and undertake extended writing where appropriate.

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 or archaeological evidence studied in the other two Units of the National 4 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 in order to facilitate progression to National 5 and the world of work. 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:

- ◆ drama
- ◆ 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.

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:

Within this Unit, learners will describe and comment on universal human themes which link the classical and modern worlds. This can help deepen their understanding of the continued relevance of the classical world today, and of the importance of values in supporting societies, both ancient and modern.

5 Thinking skills

Thinking skills will be developed in this Unit. Learners will develop their knowledge and understanding of classical Greek and Roman societies and will be able to apply this to make comparisons with the modern world. Learners will also develop the skill of using literature as a source of evidence in assisting with this comparison.

Learners will demonstrate these skills through class work and formally assessed tasks.

5.2 Understanding

Giving brief explanations and providing reasons will develop skills of understanding in a range of contexts.

5.3 Applying

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

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 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 all 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 this document 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 where 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.

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Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Life in the Roman World (National 4)



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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* (National 4) 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 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 the classical Roman and modern worlds. Learners will develop straightforward factual 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 support notes have been designed to support the use of the Unit both as part of the National 4 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 National 4 Classical Studies *Course Support Notes*.

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 National 5.

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 focuses on using sources of evidence, in particular archaeological evidence, to compare the classical Roman and modern worlds. Through this activity, learners will be enabled to build up knowledge and understanding of aspects of religious, political, social moral or cultural life in the classical Roman world. This Unit's unique contribution within the National 4 Classical Studies Course is its focus on using archaeological sources to gain information about the classical world.

Within this Unit learners are expected to demonstrate the skill of using archaeological sources of evidence and presenting conclusions which compare the classical and modern worlds. The contexts for study are flexible, 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 National 4 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 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 gained.

In the examples that follow, deliberate attempts have been made to present similar approaches at both National 4 and National 5. 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 teaching and learning

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

These examples represent holistic approaches to learning, teaching and assessment that can generate a range of evidence covering both 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 aspects of the Outcomes of the Unit, or both 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.

Example 1 — Debates

Debates and discussion groups, along with background research to prepare for the debate, can provide a stimulating approach to study of this Unit. There are a number of possible questions that may provoke an interest and response in learners, and help bring the subject matter to life. For example ‘How do modern religious practises compare to classical ones?’ or ‘Was life for the poorest classes in Pompeii easier or harder than it is in modern society?’.

As a method of active learning, the use of debating will help learners develop their own ideas while investigating and/or challenging established viewpoints. Debating may also present the learner with ideas that contradict and challenge their knowledge or understanding. Learning how to consider the validity of sources and develop the skills to criticise others’ arguments can all help learners to build confidence and clarify their own thinking.

There are a number of good-quality websites that give guidelines on how to structure a debate. Consulting teachers of English/Communications would also be a good starting point.

Firstly, learners could engage in reading, discussion and investigation about different aspects of, for example, religious practices in classical Rome. This could involve learners working in teams to identify issues to research, carrying out this research individually, and then returning to the group to pool what they have learned. The group could then work together to use all this information to prepare for a classroom debate about the issues involved.

For a successful debate, there should be two well-balanced teams who are able to research and develop their arguments. Teams may need to be kept relatively small in order to ensure that there is evidence of each learner having met the Outcomes and Assessment Standards of the Unit.

The teacher/lecturer could propose a motion, based on the research and the topics involved, and designate one team to argue on one side and one team to argue on another. The questions identified above, and many others, may provide appropriate bases for debating motions. It is important that learners understand they do not need to personally believe what they are debating for, but need to argue for the statement they are supporting. The teacher/lecturer should guide learners towards relevant materials allowing them to access relevant information.

Points to consider when preparing for a debate would include:

1. What is the main point of the argument being made?
2. Producing a transcript of the arguments that the team will present may well be useful as this can act as an aide mémoire and also provide evidence, if this task is being used for assessment.
3. When presenting their arguments the learners should be encouraged to present their ideas with confidence.
4. Each team should attempt to second guess the arguments the other team will present so that they will be ready to counter their arguments.

Generating evidence for assessment

The preparation for the debate and the debate itself could provide evidence for Unit assessment in a range of ways including:

- ◆ a learning log, providing evidence of the learner's research into the topic, and their preparation for the debate
- ◆ notes taken demonstrating initial knowledge and understanding
- ◆ teacher observation of discussions demonstrating initial knowledge and understanding
- ◆ annotated materials and notes demonstrating knowledge and understanding and the ability to understand /comment on sources
- ◆ poster presentation demonstrating knowledge, understanding and the ability to explain and comment on sources
- ◆ pro forma for preparing for debate, recording/observation of debate, feedback from debate all demonstrating knowledge, understanding and the ability to explain and comment on sources
- ◆ the class debate could be recorded or filmed

Example 2 — Presentations

This Unit provides an ideal opportunity to help learners develop presentation skills whilst working individually as well as in groups as described in example 1 above. This can develop personal learning, communication and organising skills at the same time as developing knowledge and understanding of the significance of the content. A particular aspect of the learner's presentation should be to show that they have thought about the usefulness of the sources they have used. This approach may also provide a starting point for further study within a learner's assignment.

For example, learners could be charged with putting together a presentation on one particular building in Pompeii which would describe what the building's function is; what specific information we know about it; how we know this; what this helps to tell us about life in the Roman world in general; and how this knowledge allows us to make comparisons with the contemporary world.

Where any specific building type is studied, it is important that the people who used that building are also studied. For example, study of the amphitheatre in Pompeii automatically requires study of gladiators and therefore slaves. Learning about the physical characteristics of buildings will help learners make judgements about the people who used it. For example, it is worth noting the small size of a room above a shop if this is highlighted as evidence for the social standing and/or wealth of the owner; or the unusual thickness of a wall at Vindolanda can be noted as evidence that it protected the garrison strong-room.

Example 3 — plays/role plays

Learners could take on the roles of people they have learnt about in certain important situations, such as at the performance of a religious ceremony, or an election.

For example:

- ◆ learners could produce a play about narrative elements of the Course, such as the sequence of events in August 79BCE could be explored by learners writing and performing their own plays or sequence of scenes, e.g.:

- 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

If plays or role plays are to be used it may be useful to look at good-quality TV, documentary, film or theatre productions, many of which contain useful information on the everyday lives of the people of Pompeii and the issues they faced, for example, commerce, economics, class, and slavery. Where information about the lives of people has been gained by constant reference to buildings, human remains, and objects found, this will help illustrate to learners the importance of archaeological evidence to our understanding of the classical world.

Generating evidence for assessment

These activities could provide evidence for Unit assessment in a number of ways, including:

- ◆ notes and written summary demonstrating knowledge and understanding of sources and the religions studied
- ◆ tracked changes and comment balloons in electronic documents, perhaps demonstrating knowledge and understanding of sources and their usefulness
- ◆ plays and role plays could be recorded or filmed
- ◆ the scripts, notes etc produced to support a play or role play may provide rich evidence of learners' understanding, and the skills of using sources and making comparisons
- ◆ presentations (possibly recorded) and feedback (could be recorded on a pro forma) demonstrating comment on sources
- ◆ summaries, edits to summaries, questions and presentations (with feedback) — further demonstrating knowledge, understanding and the ability to explain and comment on comparisons between religions in the classical and modern worlds
- ◆ teacher observations — which could be recorded in a written record and could be followed up with progress interviews
- ◆ written piece, possibly with follow up discussion with teacher (in class or online) — this could be self-assessed, peer assessed, followed by teacher/lecturer review

Added Value Unit — Classical Studies assignment

The assignment works best when learner and teacher are operating in a collaborative manner. Areas of suitable scope for a National 4-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 National 4 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 that may be suitable for the assignment at National 4:

The content of this Unit may provide many appropriate contexts for study towards the assignment. For example, in looking at religious practices, a learner may choose to study the temple of Vespasian in more depth; another learner may choose to study the temple of Isis. A learner may prefer to look more closely at sources which shed light on the amphitheatres and gladiators, or look more closely at theatres and actors.

Learners could acquaint themselves with an overview of the topic before looking at specific pieces of evidence. Then learners in collaboration with the teacher should identify certain broad questions they would like to answer, such as: 'What were the different types of gladiator?', 'What were their daily lives like?'

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 Unit Specifications for this Unit.

- ◆ **Straightforward/ factual terms** involves a learner being able to identify and describe the obvious features of a topic. For example, when studying types of Greek architectural structure they would be able to summarise the main purposes of different structures (temples, houses, civic spaces etc).

- ◆ **Describing** involves a greater degree of detail than simply outlining (required at lower levels). It involves a learner communicating an understanding of some of the implications and interrelationships within a theme or topic, but without doing this fully, and without fully itemising all the relevant information. For example, a learner may describe how the voyage of Odysseus illustrates the theme of leadership but not go on to explain the complexities and uncertainties which the story raises due to the negative consequences of some of his actions.
- ◆ **Straightforward conclusions/comments** will involve learners describing, mostly accurately, some of the key pertinent features of a topic and/or giving a conclusion which includes most of the key points expected. They need not demonstrate a full or thorough level of understanding of the main elements, and there may be discrepancies or omissions in their conclusion. Their conclusion need not be original, nor need it be the learner's personal view.
- ◆ **Straightforward comparisons** will involve the learner identifying single points of either similarity or difference relating to aspects of life in the classical and modern worlds. This is in contrast to the level of demand at National 5 and Higher. At these levels learners are required to compare and also contrast. This will require a greater level of knowledge and understanding, and the ability to appreciate and explain an idea, practice, value etc in detail, taking into account its complexities.

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 'consider and express conclusions about archaeological sources', learners will develop application and thinking skills as they engage with sources, identifying where there is useful information, where this may be limited and so on. In comparing 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 in order to facilitate progression to National 5 and the world of work. 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 from the classical Roman period, such as Pliny's letters, or Tacitus (can also develop the skill of assessing the usefulness of a source).
- ◆ Modern historical accounts of aspects of life in the classical Roman world (can also develop the skill of assessing the usefulness of a source).
- ◆ Online resources.
- ◆ Summaries or introductions to archaeological evidence.
- ◆ Classical Roman literature (may be in a range of forms such as poetry, prose or drama).

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 aspects of daily life between the classical Roman and modern worlds (eg slavery, the role and lives of gladiators or religious practices)
- ◆ focusing on issues explicitly related to citizenship, for example slavery
- ◆ participating in debates/delivering speeches
- ◆ work 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 Roman society and will be able to apply this to make comparisons with the modern world. Learners will also develop the skill of using archaeological sources of evidence in assisting with this comparison.

Learners will demonstrate these skills through class work and formally assessed tasks.

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Giving brief explanations and providing reasons will develop skills of understanding in a range of contexts.

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

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