National 5 Classical Studies Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Classical Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

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

The Course will develop investigating, analysing and evaluating skills to help learners to understand, explain and link the classical and modern worlds.

Classical Studies makes a distinctive contribution to the curriculum through its study of the religious, political, social 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 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 5 Classical Studies *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course, as the Course assessment will be based on this.

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

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

Added Value
♦ researching and processing information and presenting findings on a classical studies topic or issue, demonstrating the ability to apply detailed factual and theoretical knowledge and understanding of the classical and modern worlds to draw comparisons between them

Skills
♦ understanding, explaining and presenting reasoned views on the usefulness of sources of evidence
♦ using sources of evidence, including archaeological evidence, to compare and contrast the classical and modern worlds
♦ using classical literature to draw reasoned conclusions about universal ideas, themes or values

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

Progression from this Course

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

Hierarchies

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

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

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

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

The hierarchical nature of Classical Studies Courses and Units allows the delivery of National 4 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. 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 must cover Athena or Dionysus in Athens as well as a range of topics within the broad heading of *Democracy and Citizenship* including qualification for citizenship, rights and responsibilities, slavery within the household etc.

At National 5, learners will need to explain sources of evidence and comment on their usefulness in comparing the classical and modern worlds. For example, they may use written histories of the period to draw comparisons between ancient and modern concepts of democracy, and point out that the written source may be unreliable as it was written sometime after the events it describes.

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

Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning and different approaches can be found in the following *Unit Support Notes* for the National 5 Classical Studies Course:

♦ 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 Roman 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. The added value of the Course assessment will expect learners to apply skills in less familiar contexts in the question paper which may be drawn from across all the Units of the Course and the assignment may require learners to use a range of skills.

Life in Classical Greece	Express reasoned views about the usefulness of sources of evidence.
Classical Literature	Draw reasoned conclusions about universal ideas, themes and values.
Life in the Roman World	Use evidence, including archaeological evidence, to compare and contrast the classical and modern worlds.

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

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

While at National 5, teachers and lecturers may wish to design assessments which prepare learners for the Course assessment, considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods of assessment should be used to gather evidence such as extended writing, source evaluation, 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. Learners should have a clear understanding of the requirements of the Course.

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

♦ Teachers and lecturers should share learning/assessment criteria.
♦ 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.

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

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

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

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

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

♦ **Explaining** involves a greater degree of detail than simply stating or describing (required at lower levels). It will involve demonstrating a thorough level of understanding of the main elements of a theme or topic and being able to define these, mostly accurately. Where relevant it will involve a learner communicating an understanding of the implications and interrelationships in a source, practice, etc.
♦ **Detailed factual and theoretical terms** involves the learner being able to go beyond a basic level of factual knowledge, showing understanding of theoretical or abstract concepts. For example, within the *Classical Literature* Unit a learner may explain that Antigone stands up to authority but fails to take into account the consequences to her loved ones, thus illustrating both the theme of heroism and the positive and negative aspects of it. At National 5, as opposed to Higher, this explanation of theoretical elements need not be in great depth, and there may be subtleties or complexities involved which the learner does not fully explain.
♦ **Expressing reasoned views/conclusions** will involve a learner being able to communicate a clear progression from premises to a conclusion, which follow each other in logical steps. They must be able to describe and acknowledge evidence to support their argument, as well as acknowledging counter arguments where relevant. This need not be communicated in written form; presentations, debates may be appropriate, among others. Comments or viewpoints need not be original, nor need they express the learner's personal beliefs or views.
♦ **Comparing and contrasting** will involve the learner explaining points of similarity and difference relating to aspects of life in the classical and modern worlds. This will require a detailed level of knowledge and understanding, and

the ability to appreciate and explain the subtleties in an idea, practice, value etc and that some of its features may apply in both the classical and modern worlds in the same way, whilst others are different. This is in contrast to the level of demand at National 4 where learners are required to compare only, which will involve identifying single points of similarity or difference.

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 within the Course assessment. However, Course planners should

identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

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

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

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

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

Citizenship
Issues of citizenship permeate Classical Studies at all levels. At National 5, the Course will develop detailed knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies. For example the opportunity to study the Athenian democratic system, or ways of life in Roman Britain, or the role of women in classical Greece, will all help learners build up an appreciation of the role of the citizen in a complex society. Furthermore, the requirement to compare and contrast the classical and modern worlds (in the Units and in the assignment) provides a clear opportunity for learners to build up understanding of the changing nature of citizenship over time, and to gain a greater appreciation of its value in the contemporary world.

Applying, Analysing and Evaluating
At National 5, learners will be required to apply their knowledge and understanding of factual elements of life in the classical world to theoretical or abstract concepts. For example, when studying the Medea they would be required, in addition to explaining the narrative of the text, to show that they have understood how the actions of characters illustrate certain universal themes (for example heroism, conflict, or fate versus freewill) and to explain how these remain relevant to the contemporary world.

The Course will involve learners 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 application, analysis and evaluative skills likely to found within a National 5 Course may include the following:

♦ Providing a detailed and reasoned comment 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 Antigone and explaining how these illustrate the theme of conflict, and how this remains relevant to an appreciation of politics today.
♦ Explaining the importance of archaeological remains from Pompeii in building up a picture of people's everyday lives, and of the challenges and limitations posed by the availability of archaeological evidence.

The assignment
Completing the Classical Studies assignment will provide opportunities for developing skills for learning, skills for life and skills for work. Learners will have the opportunity to develop reading and writing as they research the assignment topic and write up the outcomes of the activity in controlled conditions.

They will develop personal learning as they work independently to identify and refine a topic or issue and carry out research. They will develop citizenship through deepening their understanding of the continued impact and significance of the classical world to contemporary society. The assignment also allows for considerable scope for the development of writing skills. Learners will describe and summarise the research they have carried out, assess the usefulness of different sources, and express opinions and viewpoints, as well as personally reflect upon what has been learned.

Preparation for Course assessment

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

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

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

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

refer to the *Course Assessment Specification* and the specimen question paper for further information.

The Classical Studies **assignment** will require the learner to demonstrate challenge and application related to an appropriate Classical Studies topic or issue. It will be sufficiently open and flexible to allow for personalisation and choice. The learner will investigate the topic or issue, analysing information from a range of sources. They will use the information collected to demonstrate knowledge and understanding of the topic or issue studied. They will compare and contrast the classical and modern worlds and comment on the usefulness or reliability of at least two sources of information. They will reach a reasoned conclusion on the topic or issue.

The learner will 'write up' the results of their research on the topic or issue under controlled assessment conditions. Teachers and lecturers should refer to the *Course Assessment Specification* for further information.

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

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

♦ Preparation for the assignment. This time should be used by learners for identifying and agreeing a topic or issue for the assignment, within the overall guidelines provided by SQA; gathering information and carrying out the research which may include using books, the internet, interviews; analysing their findings; preparing their conclusion and revising before the write-up.
♦ Preparing for the question paper. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.
♦ Revising and preparing for Unit assessment. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.

Combining assessment across Units

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

This can:

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

Within this Course, combined assessment could bring together aspects of content from across two or more Units. For example it may deepen learners' understanding of classical Greece if study of the *Iliad* within the *Classical Literature* Unit is closely integrated with the *Life in Classical Greece* Unit. The

evidence of Greek society, values, culture, 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 series of publications on Assessment Arrangements on the SQA 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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Life in Classical Greece (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

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

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in explaining and expressing views about the usefulness of sources of evidence in comparing and contrasting the classical Greek and modern worlds. Learners will develop detailed 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 5 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 5 Classical Studies *Course Specification* and *Course Assessment Specification.*

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

Progression from this Unit

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

Approaches to learning, teaching and assessment

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

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

General guidance on the Unit
This Unit provides a context for developing detailed knowledge and understanding of key aspects of life in Classical Greece. Where the Unit is being studied as part of the National 5 Classical Studies Course, learners will need to cover two broad areas of mandatory content for Course assessment, as follows:

Polytheism
♦ Athena or Dionysus in Athens: relevant buildings, festivals and any myth which demonstrates the morality/immorality of the deity.

Democracy and Citizenship
♦ qualification for citizenship
♦ citizen rights and responsibilities
♦ Athenian family life
♦ the 'kyrios'
♦ the rites of passage: birth, coming of age, marriage and death
♦ slavery within the household

These two areas align broadly with the two areas of study within the equivalent Unit at Higher (*Power & Freedom* or *Religion & Belief*).

Within this Unit, learners are expected to demonstrate the skill of using sources of evidence, and explaining and expressing views about their usefulness in comparing and contrasting the classical and modern worlds. The contexts for study outlined above are intended to be flexible enough to provide scope for a range of possible approaches to this comparison.

Issues of 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 5 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 'Is modern democracy similar to democracy in classical Greece?'; 'Was classical Greece a more tolerant society than modern Britain?'; '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 while investigating established viewpoints. Debating may also present the learner with ideas that contradict and challenge their knowledge or understanding. Learning how to construct a valid argument, 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 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, slavery and political life 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.

Conducting a centre-wide survey on an issue may also provide a useful source of evidence for comparing and contrasting the classical and modern worlds. For example, learners could conduct a survey across their school to examine pupil's attitudes to voting, or whether they think contemporary Britain is a tolerant society. Analysing the evidence from a questionnaire and presenting its findings to the class could be an interesting task for the learner where they can engage with a wider group of their peers.

At this level of research, questions may be open-ended or require yes/no answers. This will largely depend on the respondents to the survey. At National 5, learners should be able to engage with more open-ended questions, for example 'How much should the individual take responsibility for their government?' rather than the more straightforward 'should voting be compulsory?' After collating the answers there are computer programmes which will transfer data into graphs, charts etc, providing the learner with a visual resource they can use when presenting their findings. When doing so, learners should be encouraged to address and consider more open-ended questions like this, even if their initial questionnaire was based around a simple yes/no choice.

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 allow them to develop ad present their argument and respond to those of the other team. It is important that the learners understand the counter arguments if they are to be able to rebut successfully from the standpoint they are supporting.

Points to consider when constructing a good argument would include:

1. What is the main point of the argument being made?
2. Prioritise the facts in order of importance to build the argument sequentially, and consider the assumptions involved.
3. Producing a transcript of the arguments that the team will present may be useful as this can act as an aide mémoire and also provide evidence, if this task is being used for assessment.
4. When presenting their arguments the learners should be encouraged to present their ideas with confidence.
5. 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 considered and provided a reasoned view 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 Greek religion in the context of either the cult of Dionysus or Athena.

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

Learners then work independently to consider the meaning of having anthropomorphic gods, and to look at the detail of either Athena or Dionysus in Athens. Potential sources could include extracts from Iliad and Odyssey.

For example, learners could look at Athena, Apollo, and Zeus in the story and how different their interventions are. When Athena appears in the story she is inspiring the human characters with wisdom/moderation/cunning; when Apollo appears he is bringing plague or healing; where Zeus appears he is changing the balance of power. Other gods could be analysed too, such as the power of Aphrodite where she makes Helen love Paris against her will.

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

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

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. In this way 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 — Classical Studies assignment
Areas of suitable scope for a National 5 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 Classical Studies assignment at National 5 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 5:

♦ 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.

♦ **Explaining** involves a greater degree of detail and analysis than simply stating or describing (required at lower levels). Explaining involves a learner communicating an understanding of the implications and interrelationships in a source, practice, etc.

♦ **Detailed/factual and theoretical terms** involves the learner being able to go beyond a basic level of factual knowledge, showing understanding of theoretical or abstract concepts. Within this Unit this is likely to relate to the requirement to compare and contrast the classical and modern worlds. So, for example, a learner may demonstrate that they understand the factual differences between the democratic systems of Athens and the current UK system. They would then also be able to refer to the concept of democracy within the two societies. At National 5, as opposed to Higher, this explanation of theoretical elements need not be in great depth, and there may be subtleties or complexities involved which the learner does not fully explain.

♦ **Expressing reasoned views/conclusions** will involve a learner being able to communicate a clear progression from premises to a conclusion, which follow each other in logical steps. They must be able to describe and acknowledge evidence to support their argument, as well as acknowledging counter arguments where relevant. This need not be communicated in written form; presentations, debates may be appropriate, among others. Comments or viewpoints need not be original, nor need they express the learner's personal beliefs or views.

♦ **Comparing and contrasting** will involve the learner explaining points of similarity and difference relating to aspects of life in the classical and modern worlds. This will require a detailed level of knowledge and understanding, and the ability to appreciate and explain the subtleties in an idea, practice, value etc and that some of its features may apply in both the classical and modern worlds in the same way, whilst others are different. This is in contrast to the level of demand at National 4, at which level learners are required to compare only, which will involve identifying single points of similarity or difference.

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. The Unit provides opportunities for learners to undertake a wide variety of written tasks. They are also likely to experience listening and talking skills during class discussions and debates.

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

♦ Extracts from historical accounts, eg Herodotus or Thucydides (can also develop the skill of assessing the usefulness of a source).
♦ Modern historical accounts of classical Greek society (can also develop the skill of assessing the usefulness of a source).
♦ Online resources.
♦ Summaries or introductions to archaeological evidence.
♦ Classical literature (may be in a range of forms such as poetry, prose or drama).

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

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

♦ refining thoughts by writing a review of their own work and noting plans for improvement
♦ writing a talk on a particular issue to be presented to the class

4 Employability, enterprise and citizenship

4.6 Citizenship

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

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

5 Thinking skills

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

5.3 Applying

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

Useful stems to thinking questions:

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

5.4 Analysing and evaluating

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

Useful stems to thinking questions:

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

Combining assessment within Units

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

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

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

Equality and inclusion

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

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

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

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications 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

Unit Support Notes — Classical Literature (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Classical Literature (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

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

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learner's skills in explaining 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 and textual 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 5 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 5 Classical Studies *Course Specification* and *Course Assessment Specification.*

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

Progression from this Unit

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

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 providing a reasoned view 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.

If the Unit is being studied as part of the National 5 Classical Studies Course, the universal themes are prescribed within the mandatory content for Course assessment, as follows:

♦ leadership
♦ fate versus free will
♦ heroism
♦ conflict
♦ women in society

Within these themes there is flexibility to provide scope for a range of possible approaches to comparing the classical and modern worlds. Issues involved with conflict (whether physical or otherwise), rights and responsibilities, hero worship 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 5 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 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, as described in the *Course
Assessment Specification*. 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.

Description and introduction
The teacher or lecturer may start by introducing a text, eg *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 and 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 could 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 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.

There will be opportunities to examine, for example, Odysseus with relation to the theme of Leadership. Many examples are available to discuss his position as a leader of men while, at the same time, seeming to fall short in representing the interests of his men.

Similarly with Medea, there is ample scope for considering the consequence of the profound conflict which develops between Medea and Jason and its final, though not necessarily inevitable, outburst of violence. Assessment of a woman's role in the *Life in Classical Greece* Unit allows for the highlighting of the woman's role in the *Classical Literature* Unit. The learner could be encouraged to consider the inner conflict of the character. Imaginative development of scenes by the learner should highlight awareness of the text and themes.

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 of 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 — Classical Studies assignment
Areas of suitable scope for a National 5 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 5 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 5:

♦ A review of a performance of a version of a production in the Theatre of Dionysus highlighting points of comparison between classical Rome and contemporary culture.
♦ 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.

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The following terms are used in the Unit Specifications for this Unit.

♦ **Explaining** involves a greater degree of detail and analysis than simply stating or describing (required at lower levels). Explaining involves a learner communicating an understanding of the implications and interrelationships in a source, practice etc.
♦ **Detailed factual and theoretical knowledge and understanding** involves the learner being able to go beyond a basic level of factual knowledge, showing understanding of theoretical or abstract concepts. So, for example a learner may explain the factual elements of the narrative of Odysseus within *The Odyssey*, but go on to explain how his actions illustrate the themes of leadership and heroism. At National 5, as opposed to Higher, this explanation of theoretical elements need not be in great depth, and there may be subtleties or complexities involved which the learner does not fully explain.
♦ **Expressing reasoned views** will involve a learner being able to communicate a clear progression from premises to a conclusion, which follow each other in logical steps. They must be able to describe and acknowledge evidence to support their argument, as well as acknowledging counter arguments where relevant. This need not be communicated in written form; presentations, debates may be appropriate, among others. Comments or viewpoints need not be original, nor need they express the learner's personal beliefs or views.

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 'explain and use 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 in order to facilitate progression to the Higher Classical Studies Course and the world of work.

Through this Unit, the learner will have the opportunity to develop a clear appreciation of how to understand the lessons and importance of different cultural sources, making links between literature and historical writings, ideology, or archaeological evidence studied in the other two Units of the National 5 Classical Studies Course.

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

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

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

♦ 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.

1.2 Writing
The Course overall will provide considerable opportunities to develop writing skills within the Units and Course assessment. Although assessment of this Unit need not involve extended writing, learners should be encouraged to read widely and undertake extended writing where appropriate in order to facilitate progression to Higher Classical Studies and the world of work. The requirement to express detailed and reasoned conclusions about universal human themes, ideas or values provides an ideal opportunity for learners to develop the skills required to produce extended writing, even this is not in the form of an essay. Within this Unit learners will develop their literacy skills in many significant ways by, for example:

♦ develop note taking skills, when taking key points of information from a piece of classical literature in order to build up a picture of the narrative or by making notes from websites or from media clips/DVDs watched in class
♦ drafting and redrafting summaries from notes for a report or essay on an issue
♦ preparing notes for participation in discussion and debate

- organising thoughts by completing a concept map with detailed information for revision purposes
- refining thoughts by writing a review of their own work and noting plans for improvement
- writing a talk on a particular issue to be presented to the class

4   Employability, enterprise and citizenship

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

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

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

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

Useful stems to thinking questions:

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

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

Useful stems to thinking questions:

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

Combining assessment within Units

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

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual 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 these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

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

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
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- *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*
- 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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Note: You are advised to check SQA's website (**www.sqa.org.uk**) to ensure you are using the most up-to-date version.

Unit Support Notes — Life in the Roman World (National 5)

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 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

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

General guidance on the Unit

Aims

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

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the National 5 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 5 Classical Studies *Course Specification* and *Course Assessment Specification.*

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

Progression from this Unit

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

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 and contrast the classical Roman and modern worlds. Through this activity, learners will be enabled to build up knowledge and understanding of key aspects of religious, political, social, moral or cultural life in the classical Roman world. This Unit's unique contribution within the National 5 Classical Studies Course is its focus on using archaeological sources to gain information about the classical world.

Where the Unit is being studied as part of the National 5 Classical Studies Course, learners will need to cover one of two broad areas of mandatory content for Course assessment, as follows:

♦ Pompeii
or
♦ Roman Britain

These two areas both contain content that is relevant to each of the two areas of study within the equivalent Unit at Higher (*Power & Freedom* or *Religion & Belief*).

Within this Unit learners are expected to demonstrate the skill of using archaeological sources of evidence and presenting reasoned conclusions which compare and contrast the classical and modern worlds. The contexts for study outlined above are intended to be flexible enough to provide scope for a range of possible approaches to this comparison. In so doing, this Unit contributes to one of the key aims of the National 5 Classical Studies Course; to develop learners' understanding of the continued significance of the classical world today.

When using archaeological sources of evidence, learners could be presented with sources and encouraged to consider what they can and cannot learn from each one. As evidence is gained from different sources, the learner will develop a fuller picture of life in the Roman world. It would be valuable if learners could be presented with a wide range of different sources so that, learners do not simply understand aspects of the Roman world but also begin to understand how our knowledge of the Roman world has been 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 'Are modern religious practices influenced by classical ones?'; 'Is modern religion more divisive than classical religion?'; '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 construct a valid argument, 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 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 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. 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 research facts and statistics which will help them understand the difference between expert or informed opinion and bias. Understanding the role of common sense in making value judgements can be overlooked but is often an accessible starting point for debating. It is also important that the learners understand the counter arguments if they are to be able to rebut successfully from the standpoint they are supporting.

Points to consider when preparing for a debate would include:

1. What is the main point of the argument being made?
2. Prioritise the facts in order of importance to build the argument sequentially, and consider the assumptions involved.
3. Producing a transcript of the arguments that the team will present may be useful as this can act as an aide mémoire and also provide evidence, if this task is being used for assessment.
4. When presenting their arguments the learners should be encouraged to present their ideas with confidence.
5. 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 think more deeply about modern society (ie what comparisons are we able to make with modern society, which we could not do if we did not know about it).

If 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, eg:
  — 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 how what we know about Pompeii is the result of studying the remains. This will help learners appreciate the process of building up historical knowledge: studying the remains is studying the people.

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 — Classical Studies assignment
Areas of suitable scope for a National 5 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 5 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 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.

♦ **Explaining** involves a greater degree of detail and analysis than simply stating or describing (required at lower levels). Explaining involves a learner communicating an understanding of the implications and interrelationships in a source, practice, etc.
♦ **Detailed factual and theoretical terms** involves the learner being able to go beyond a basic level of factual knowledge, without showing understanding and ability of theoretical or abstract concepts. So, for example they may describe how the location of a community gives us much information about the wealth of the Roman world and how it affects people's lives/the extent of Romanisation. Similarly an extract from Pliny's letters describing a bath house would be straightforward in its relevance to the learner's study of a Roman town, but would allow the learner to demonstrate some detail in their knowledge and understanding.
♦ **Expressing reasoned views** will involve a learner being able to communicate a clear progression from premises to a conclusion, which follow each other in logical steps. They must be able to describe and acknowledge evidence to support their argument, as well as acknowledging counter arguments where relevant. This need not be communicated in written form; presentations, debates may be appropriate, among others. Comments or viewpoints need not be original, nor need they express the learner's personal beliefs or view.
♦ **Comparing and contrasting** will involve the learner explaining points of similarity and difference relating to aspects of life in the classical and modern worlds. This will require a detailed level of knowledge and understanding, and the ability to appreciate and explain the subtleties in an idea, practice, value etc and that some of its features may apply in both the classical and modern worlds in the same way, whilst others are different. This is in contrast to the level of demand at National 4. At these levels learners are required to compare only, which will involve identifying single points of similarity or difference.

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 archaeological sources', learners will develop application and thinking skills as they engage with sources critically, identifying where there is useful information, where this may be limited, biased or incomplete and so on. In comparing and contrasting the classical and modern worlds they will develop the ability to apply what they have learned.

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

1   Literacy

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

1.1 Reading

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

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

1.2 Writing

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

♦ develop note taking skills, when taking key points of information from a historical account of life in Roman Britain
♦ drafting and redrafting summaries from notes
♦ preparing notes for participation in discussion and debate
♦ organising thoughts by completing a concept map with detailed information for revision purposes

- ♦ refining thoughts by writing a review of their own work and noting plans for improvement
- ♦ writing a talk on a particular issue to be presented to the class

4   Employability, enterprise and citizenship

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

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

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

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

Useful stems to thinking questions:

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

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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