



National 5 Classical Studies

Course code:	C815 75
Course assessment code:	X815 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

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

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

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	80	2 hours
Component 2: assignment	20	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Classical Studies course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ Higher Classical Studies course◆ other qualifications in related areas◆ further study, employment or training

Conditions of award

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

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice. Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

In the National 5 Classical Studies course, candidates learn about classical societies and how the issues of the classical world are relevant to an understanding of modern society. They begin to develop their sense of identity and place in the modern world by building a framework of religious, political, social, moral or cultural knowledge and understanding.

The course emphasises the development and application of skills. Through the focus on using sources, candidates develop knowledge of classical societies, contributing to citizenship. They develop transferable skills through the emphasis on investigative and critical-thinking activities, and throughout the course they progressively develop literacy skills and contribute to group work.

The course encourages candidates to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a sense of responsibility and global citizenship.

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

Purpose and aims

Candidates study the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. They become more aware of issues affecting their own society, and globally, by comparing the classical world with the modern world.

Candidates develop:

- ◆ an understanding of the continuing impact and significance of the classical world today
- ◆ a range of skills such as the ability to: use sources of evidence, including archaeological evidence, to compare and contrast the classical and modern worlds; respond to and explain issues raised by classical literature; understand and explain the usefulness of sources of evidence; express reasoned conclusions
- ◆ detailed factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies
- ◆ detailed factual and textual knowledge and understanding of universal ideas, themes or values revealed in classical literature

Who is this course for?

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

Course content

The course content is divided into three sections. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice.

- ◆ Section 1: Life in Classical Greece
- ◆ Section 2: Classical Literature
- ◆ Section 3: Life in the Roman World

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

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

- ◆ 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
- ◆ understanding, explaining and presenting reasoned views on the usefulness of sources of evidence
- ◆ using sources of evidence to compare and contrast the classical and modern worlds
- ◆ using classical literature to draw reasoned conclusions about universal ideas, themes or values
- ◆ detailed factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies
- ◆ detailed factual and textual knowledge and understanding of classical Greek or Roman literature, with reference to universal ideas, themes or values which link the classical and modern worlds

Skills, knowledge and understanding for the course assessment

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

Component 1: question paper

The question paper has three sections covering Life in Classical Greece, Classical Literature, and Life in the Roman World. The question paper samples from the knowledge and understanding as follows.

Section 1: Life in Classical Greece

Candidates should be able to demonstrate factual and theoretical knowledge and understanding of life in 5th-century BC Athens in relation to the following topics. Candidates must also be able to identify similarities and differences between the aspects of the classical

world studied and the modern world, eg comparing ancient Greek education with contemporary education.

Religion

- ◆ Athena or Dionysus
 - a myth showing the god's character — eg Arachne or Midas
 - the Parthenon or Theatre of Dionysus
 - the Panathenaia or City Dionysia

Citizenship

- ◆ those included as citizens
- ◆ those excluded from citizenship
- ◆ duties and responsibilities of a citizen

Democracy

- ◆ the Assembly (Ecclesia)
- ◆ ostracism
- ◆ law courts — trials, juries, the fairness of the system

Daily life

- ◆ the house — design, facilities and use
- ◆ birth (including infant exposure), childhood, marriage
- ◆ education — boys and girls
- ◆ work — for women (domestic work) – for men (potters, shoemakers, metalworkers, farmers) — the market place (agora)
- ◆ slaves — becoming a slave, sale and factors affecting price, work and treatment
- ◆ leisure — food and meals including dinner parties/symposia (note that music and athletics are dealt with under education)

Section 2: Classical Literature

Candidates should demonstrate straightforward factual and textual knowledge and understanding of some universal ideas, themes or values in a classical text they have read, which link the classical and modern worlds. These universal ideas, themes or values are:

- ◆ leadership
- ◆ fate versus free will
- ◆ heroism
- ◆ conflict
- ◆ women in society

Section 3: Life in the Roman World

Candidates should be able to demonstrate factual and theoretical knowledge and understanding of life in the Roman world in relation to one of the following parts (A or B). They must also be able to identify similarities and differences between the aspects of the classical world studied and the modern world, eg comparing an ancient Roman dinner party to a modern one.

Part A: Pompeii

Eruption

- ◆ Pliny's account of the eruption of Vesuvius
- ◆ warning signs of the eruption
- ◆ stages of the eruption
- ◆ effects of the eruption
- ◆ victims/casts

Religion in Pompeii

- ◆ importance of honouring the gods
- ◆ household religion — daily worship of household gods (the Lares, Penates and Vesta), the shrine
- ◆ public religion — a Pompeian temple and its typical features, sacrifice, emperor worship, public holidays/festivals, taxes used to pay for temple building
- ◆ mystery religions — Isis, Villa of Mysteries/Bacchus

Leisure and entertainment

Facilities and activities at the following:

- ◆ baths — design of the bath house including rooms and the heating system, the typical experience and activities of a visitor to the bath house
- ◆ theatre — design of the large theatre; experience of the audience — what they would see, feel and hear
- ◆ amphitheatre — design of the building; the entertainment on offer; experience of the audience — what they would see, hear and feel
- ◆ dinner parties — dining practices, food and entertainment

Making a living in Pompeii

- ◆ laundry/fullers — activities and conditions of work
- ◆ bakeries — activities and conditions of work
- ◆ snack bars (thermopolia) — activities and conditions of work
- ◆ the forum as a market place — shops/stalls and services

Or

Part B: Roman Britain

Invasion and native communities

- ◆ homes, settlements, and lifestyle of Native Britons prior to the invasion
- ◆ invasion by Claudius
 - reasons for Claudius' invasion
 - course of the invasion
 - client kings like Cogidubnus
 - creation of Roman towns, roads and infrastructure
 - economic benefits of invasion: mining metals, trade (including slaves and hunting dogs), taxation

- ◆ rebellion of Boudicca
 - reasons for the rebellion
 - course of the rebellion

Religion

- ◆ Druidism
 - nature worship
 - sacred groves
 - possibility of human sacrifice
 - Roman perceptions of Druidism
- ◆ traditional Roman worship
 - worship of anthropomorphic gods
 - temples
 - animal sacrifices
 - Romanisation of native gods, such as Sulis Minerva
- ◆ emperor worship
 - temple of Claudius in Colchester
 - purposes and ceremonies
- ◆ Mithraism
 - details of Mithraic belief
 - mystery religion
 - importance of Mithraism in army
 - the Mithraeum

Leisure and entertainment

- ◆ bath houses
 - where they were found
 - what they were for
 - how they worked
- ◆ theatres (Verulamium has the best archaeological evidence)
 - size and shape
 - what was performed
 - audience experience
- ◆ amphitheatres (archaeological evidence can be found for several in Britain)
 - size and shape
 - what was performed
 - audience experience

Living and working on the Roman frontier

- ◆ military life on Hadrian's Wall
 - daily experience and duties of typical soldier
- ◆ Vindolanda Tablets
 - range of things which we can learn about life on the frontier from evidence of the tablets
- ◆ fort at Vindolanda
 - the buildings found in the fort and their purposes

- ◆ daily life of military personnel stationed at Vindolanda
 - daily experience and duties of typical soldier
- ◆ Vicus at Vindolanda
 - types of building found here
- ◆ daily life of Vicus dwellers at Vindolanda
 - types of work done by the inhabitants

Note: the settlement of Vindolanda is much smaller than Pompeii and questions will view the settlement as a whole, rather than look for specific information about particular buildings or jobs.

Component 2: assignment

Candidates have an open choice of classical studies topic or issue. Their choice is not constrained by the content of the question paper.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

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

1 Literacy

- 1.1 Reading
- 1.2 Writing

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

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

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ extend and apply the skills, knowledge and understanding acquired during the course, assessed by a question paper and an assignment
- ◆ demonstrate breadth of skills, knowledge and understanding from across the course, in the question paper, requiring application of skills in different contexts
- ◆ demonstrate challenge and application related to an appropriate classical studies topic or issue, in the assignment

Course assessment structure: question paper

Question paper

80 marks

The question paper has three sections. Each section allows candidates to demonstrate application of the skills, knowledge and understanding acquired during the course. Questions draw on the skills, knowledge and understanding described in 'Skills, knowledge and understanding for the course assessment'. There is differentiation within each question.

In Sections 1 and 3, the following skills, knowledge and understanding are assessed:

- ◆ using evidence, including archaeological evidence, to explain aspects of the classical world
- ◆ understanding and explaining the usefulness of sources of evidence about the classical world

In Section 2, the following skills, knowledge and understanding are assessed:

- ◆ understanding and explaining universal ideas, themes or values revealed by classical texts
- ◆ comparing classical views of the universal ideas, themes or values with modern views of these

Section 1 (Life in Classical Greece) has 30 marks. This section comprises a combination of questions requiring candidates to draw on the skills, knowledge and understanding acquired during the course.

Candidates can be asked to:

- ◆ describe an event or aspect of life
- ◆ explain an event or aspect of life
- ◆ analyse an issue and come to a conclusion
- ◆ compare and contrast aspects of the classical world with the modern world
- ◆ evaluate the usefulness of a source
- ◆ explain the meaning of a source or sources

Section 2 (Classical Literature) has 20 marks. This section comprises two extended-response questions which address different themes and require candidates to draw on the skills, knowledge and understanding acquired during the course.

Candidates can be asked to:

- ◆ describe a theme as exemplified in a classical text
- ◆ explain how this theme was viewed more widely in the classical world, and compare the classical view of the theme with the way it is viewed in the modern world

Explaining the classical view of the theme, and comparing it to the modern view, can be separate questions or can be a single question which requires the same skills.

Section 3 (Life in the Roman World) has 30 marks. This section comprises a combination of questions requiring candidates to draw on the skills, knowledge and understanding acquired during the course.

This section has two parts:

- ◆ Part A — Pompeii
- ◆ Part B — Roman Britain

Candidates are only required to answer questions from one part.

Candidates can be asked to:

- ◆ describe an event or aspect of life
- ◆ explain an event or aspect of life
- ◆ analyse an issue and come to a conclusion
- ◆ compare and contrast aspects of the classical world with the modern world
- ◆ evaluate the usefulness of a source
- ◆ explain the meaning of a source or sources

In the 'Life in the Roman World' section candidates must demonstrate source-handling skills using two sources.

The question paper component is worth 80 marks out of a total of 100 marks for the course assessment. It therefore constitutes 80% of the course assessment.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete the question paper in 2 hours.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment

20 marks

The assignment allows candidates to demonstrate the following skills, knowledge and understanding:

- ◆ identifying an appropriate classical studies topic or issue
- ◆ investigating the topic or issue, using a set of sources of evidence
- ◆ analysing information in a structured manner
- ◆ drawing on straightforward, mainly factual, knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ commenting on the usefulness or reliability of two sources of information
- ◆ comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life
- ◆ reaching a reasoned conclusion on the topic or issue, with reference to both supporting information and potential challenges or counter-arguments

The assignment component is worth 20 marks out of a total of 100 marks for the course assessment. It therefore constitutes 20% of the course assessment.

Setting, conducting and marking the assignment

The assignment is set by centres within SQA guidelines. SQA provides a brief for the generation of evidence to be assessed. Candidates have an open choice of topic or issue to be researched. Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

Assessment conditions

The assignment has two stages:

- ◆ research
- ◆ production of evidence

Time

In the research stage, candidates choose an appropriate topic or issue which allows them to compare and contrast the classical Greek and/or Roman worlds with the modern world. They

research the topic/issue and organise their findings to address it, using the Classical Studies Resource Sheet to collate their evidence and references. The research stage is designed to be capable of completion over a notional period of 8 hours.

Candidates should undertake the research stage at any appropriate point in the course. This will normally be when they have developed the necessary skills, knowledge and understanding.

The production of evidence for assessment must be completed within 1 hour and in one sitting. Candidates should undertake the production of evidence stage in time to meet the submission date set by SQA.

Supervision, control and authentication

The research stage is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and plagiarism has not taken place. For example:

- ◆ interim progress meetings with candidates
- ◆ questioning
- ◆ candidate's record of activity/progress
- ◆ assessor observation

Group work approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that they have met the evidence requirements.

The production of evidence stage is conducted under a high degree of supervision and control. This means that:

- ◆ candidates must be in direct sight of the assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates should only have access to the Classical Studies Resource Sheet

Resources

During the research stage, there are no restrictions on the resources to which candidates may have access.

During the final production of evidence stage, candidates should only have access to the Classical Studies Resource Sheet. The purpose of the Classical Studies Resource sheet is to help candidates use their evidence and references, collected during the research stage, to address their topic/issue. The Resource Sheet is not assessed. However, it must be included with the assignment from the candidate.

Reasonable assistance

Assessors should provide reasonable guidance on the types of topic or issue which enable candidates to meet all the requirements of the assignment. They may also give guidance to candidates on the likely availability and accessibility of resources for their chosen topic/issue.

Candidates should work on their research with minimum support from the assessor.

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must undertake the production of evidence independently. However, reasonable assistance may be provided prior to the production of evidence taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, eg advice on how to develop a project plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

In the research stage, reasonable assistance may include:

- ◆ directing candidates to the instructions for candidates
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on the choice of a topic/issue
- ◆ advising candidates on possible sources of information
- ◆ arranging visits to enable gathering of evidence
- ◆ interim progress checks

In preparing for the production of evidence stage, reasonable assistance may include advising candidates of the nature and volume of specified resources which may be used to support the production of evidence.

At any stage, reasonable assistance does not include:

- ◆ providing the question, topic or issue
- ◆ directing candidates to specific resources to be used
- ◆ providing model answers
- ◆ providing detailed feedback on drafts, including marking

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ Classical Studies Resource Sheet: this must be a single-side of A4 paper of no more than 200 words
- ◆ candidate assignment evidence produced under a high degree of supervision

Volume

There is no word count for the assignment; however the Resource Sheet must have no more than 200 words on it.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

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

Grade description for A

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

Equality and inclusion

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

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements

Further information

The following reference documents will provide useful information and background.

- ◆ [National 5 Classical Studies subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

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History of changes to course specification

Version	Description of change	Authorised by	Date

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