



## National 5 Classical Studies

<b>Course code:</b>	C815 75
<b>Course assessment code:</b>	X815 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	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"><li>◆ Higher Classical Studies course</li><li>◆ other qualifications in related areas</li><li>◆ further study, employment or training</li></ul>

## 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](http://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 or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- ◆ 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

If a candidate does not submit a resource sheet, a penalty of 4 marks out of the total 20 marks is applied.

## **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](http://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](#)

# Appendix: course support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

## Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

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

There will be opportunities throughout the course to reinforce and deepen skills, knowledge and understanding, for example:

- ◆ Understanding Greek religious practices within section 1, Life in classical Greece, may be enhanced by integrating this study with examining the *Medea* as part of section 2, Classical literature.
- ◆ Studying Roman archaeological remains from Pompeii may provide useful knowledge about the social make-up of the Roman world, eg the various sizes of buildings provide clues to the relative status of their owners.
- ◆ Within section 3, Life in the Roman world, candidates are expected to demonstrate factual and theoretical knowledge by using the skills of archaeological and written sources of evidence, presenting reasoned conclusions, and comparing and contrasting the classical and modern worlds. The contexts for study outlined in the course

specification are intended to be flexible enough to provide scope for a range of possible approaches to this comparison.

- ◆ When using archaeological sources of evidence, candidates can be presented with sources and encouraged to consider what they can and cannot learn from each one. As evidence is gained from different sources, candidates develop a fuller picture of life in the Roman world. Candidates should be presented with a wide range of different sources so that they do not simply understand aspects of the Roman world, but also begin to understand how our knowledge of the Roman world has been gained.
- ◆ Learning about Scotland and Scottish culture will enrich the candidates' 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.

## Approaches to learning and teaching

The National 5 Classical Studies course is a coherent study of aspects of religious, political, social, moral and cultural values and practices of classical Greek and Roman societies, and how these are relevant to an understanding of modern society.

In terms of course planning, there is considerable choice available in order that teachers or lecturers have sufficient freedom to decide on teaching and learning approaches which best suit their candidates. There is no recommended teaching order for the sections in this course. Different combinations, or order of delivery, is appropriate in different contexts. This is for centres to manage.

The following three examples provide teachers and lecturers with possible approaches to learning and teaching, focusing on themes covered by the sections of the course, and activities that can help candidates develop their skills, knowledge and understanding. These examples could easily be adapted to incorporate elements of all three sections of the course.

### Section 1: Life in classical Greece example approach

Taking part in debates and discussion groups, including background research to prepare for these, can provide a stimulating approach to the study of this section. There are a number of possible questions that may encourage interest and response in candidates and help bring the subject matter to life, 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?

The above are suggestions; there will be many more possibilities.

As a method of active learning, the use of debating will help candidates develop their own ideas while investigating established viewpoints. Debating may also present candidates 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 candidates to build confidence and clarify their own thinking.

There are a number of good websites candidates can access that give guidelines on how to structure a debate. Consulting teachers or lecturers of English and/or communications can also be a good starting point for candidates.

Firstly, candidates could engage in reading, discussion and investigation about different aspects of, for example slavery and political life in classical Athens. This could involve candidates 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 candidates could conduct a survey across their school to examine 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 can be an interesting task for the candidates 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, candidates 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 candidates with visual resources they can use when presenting their findings. When doing so, candidates 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.

Teachers or lecturers can 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 candidates 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 or lecturer should guide candidates towards relevant materials allowing them to access information which will allow them to develop and present their argument and respond to those of the other team. It is important that the candidates 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 include:

- ◆ What is the main point of the argument being made?
- ◆ Prioritise the facts in order of importance to build the argument sequentially, and consider the assumptions involved.

- ◆ 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.
- ◆ When presenting their arguments the candidates are to be encouraged to present their ideas with confidence.
- ◆ Each team should attempt to second-guess the arguments the other team will present so that they will be ready to counter their arguments.

## **Section 2: Classical literature example approach**

Classical texts offer scope for consideration of the themes as described in the course specification. There is scope for considering these themes singly across texts and within individual texts.

As a result, candidates can 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, develop their perspective into comparison/contrast with the modern world.

Teachers or lecturers may start by introducing a text, eg *The Odyssey*. At this initial stage, it may be important for teachers or lecturers to provide an overall description of the narrative, the characters and the storylines involved. The aim of this stage would be to ensure candidates have a secure grasp of the basics of the text.

To further develop the idea of the relevance of the theme to contemporary life, candidates could produce imaginary newspaper reports or blogs about the story, offering their comment on Odysseus' leadership of his men, and 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 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 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.

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

### **Accessing appropriate texts**

There are various 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 candidates 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, it may be appropriate to use a version that enables a general appreciation of the subject matter. This can be supplemented by analysis at levels to suit candidates 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.

Candidates should be encouraged to recognise that the literature being read has lasted for a long time. It is important that candidates are encouraged to consider that the successful survival of these texts may be because they 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 needed to ensure that inaccuracies in representation are identified or clearly avoided for the candidates who needs greater support: analysis of variation can be stimulating for more advanced candidates.

### **Section 3: Life in the Roman world example approach**

Presentation skills provide an ideal opportunity for candidates when working individually as well as in groups, as described in the example for section 1. 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 a presentation is to encourage candidates 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 their assignments.

For example, candidates could be asked to put 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
- ◆ 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 slaves. Learning about the physical characteristics of buildings will help candidates 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 strongroom.

## Assignment

Teachers and lecturers should provide reasonable guidance on suitable types of topic or issue for a National 5 Classical Studies piece of research, and attempt to provide initial stimulus to the candidates.

Candidates should know exactly what they are expected to do and what type of support will be provided including the nature of resources, expertise, and topic or issue, as well as the presence or absence of specific learning needs.

It is a requirement of the Classical Studies assignment at National 5 that candidates draw relevant comparisons between the classical and modern worlds. If teachers or lecturers have difficulty seeing where effective comparison can be made with the modern world, then it would be appropriate to discuss with the candidates how to amend the focus of the study.

Candidates, and teachers or 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:

- ◆ Athenian democracy
- ◆ the role of an Athenian citizen
- ◆ Athenian religious festivals
- ◆ a woman's life in classical Athens/Rome
- ◆ slaves in classical Athens/Rome
- ◆ the Roman army
- ◆ athletics/Olympics
- ◆ gladiators
- ◆ entertainment
- ◆ education

## Preparing for course assessment

Course assessment takes the form of a question paper and an assignment, which draw on the skills, knowledge and understanding developed across the course. Teachers and lecturers should ensure they cover the entire content for the course given in the course specification.

To prepare for the question paper, candidates could be provided with opportunities to:

- ◆ work individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer

To prepare for the assignment, candidates could be provided with opportunities to:

- ◆ identify and agree 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 preparing for the production of evidence stage

Candidates learn best when they:

- ◆ understand clearly what they are trying to learn
- ◆ know 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 help them if they need it

To this end, teachers or lecturers should:

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

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

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The information below provides some suggested opportunities for how these skills can be further developed in the course.

## 1 Literacy

Candidates are to be encouraged to read widely, and produce extended writing where appropriate. Opportunities are provided for candidates 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

Candidates should have many opportunities to develop their 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, etc. This means that they will also be able to consider many different types of text. They should also learn to express reasoned views on the usefulness of sources in terms of providing information. This develops the ability to read critically and apply knowledge and understanding to a written source.

### 1.2 Writing

The course provides considerable opportunities to develop writing skills. Candidates are to be encouraged to read widely and undertake extended writing where appropriate, in order to facilitate possible progression to Higher Classical Studies, further education and employment. For example, the requirements to express detailed and reasoned views about sources, or classical texts, provide an ideal opportunity for candidates to develop the skill of extended writing.

## 4 Employability, enterprise and citizenship

### 4.6 Citizenship

Issues of citizenship permeate classical studies at all levels. At National 5, the course develops detailed knowledge and understanding of religious, political, social, moral and 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, all help candidates build up an appreciation of the role of the citizen in a complex society. The requirement to compare and contrast the classical and modern worlds provides a clear opportunity for candidates 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.

## **5 Thinking skills**

Thinking skills are developed as candidates develop their knowledge and understanding of the values of the classical world, and apply these to the contemporary context to identify similarities and differences. Candidates can demonstrate these skills through class work and peer evaluation.

### **5.3 Applying**

Useful verbs for compiling questions or 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 or 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 ...

### **Applying, analysing and evaluating**

At National 5, candidates are 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 free will) and to explain how these remain relevant to the contemporary world.

The course involves candidates using different sources of information, including literature, archaeological evidence and written historical sources. Any piece of information or source is capable of providing more, or less, relevant information to a study depending on the skills of

the candidate. However, it is reasonable to expect teachers or tutors to direct more able candidates to more complex, and potentially richer sources of information. This is for the individual teacher or lecturer to judge. It will be important to maintain a balance between individual research and directing candidates towards valuable sources that allow them to demonstrate and practise their individual skills.

Examples which demonstrate application, analysis and evaluative skills likely to be found within the course may include the following.

- ◆ Providing a detailed and reasoned comment on the usefulness of an extract from Thucydides' account of citizenship in Athens and providing information to compare citizenship 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.

### **Assignment**

Completing the classical studies assignment will provide opportunities for developing skills for learning, skills for life and skills for work. Candidates will have the opportunity to develop reading and writing as they research the assignment topic and undertake the production of evidence.

Candidates will develop personal-learning skills 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. Candidates 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.

# Administrative information

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## History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2017
3.0	Penalty for non-submission of resource sheet added to 'Evidence to be gathered' section. 'Reasonable assistance' section updated.	July 2019

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