



# Higher Classical Studies

<b>Course code:</b>	C815 76
<b>Course assessment code:</b>	X815 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	session 2018–19

This document 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 candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper 1 Classical literature	30	1 hour and 10 minutes
Component 2: question paper 2 Classical society	50	1 hour and 50 minutes
Component 3: assignment	30	1 hour and 30 minutes — see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre.  Candidates should have achieved the National 5 Classical Studies course or equivalent qualifications and/or experience prior to starting this course.	<ul style="list-style-type: none"><li>◆ Advanced Higher Classical Studies course</li><li>◆ other qualifications in related areas</li><li>◆ further study, employment and/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 time for learning, focus on skills and applying learning, and provide 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.

This course is developed from the social studies curriculum area, and also draws from the languages and expressive arts.

Candidates study the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. This develops candidates' understanding of how the issues of the classical world remain relevant to an understanding of modern society.

The course emphasises the development and application of skills. The focus on evaluating sources and understanding and analysing classical literature, develops candidates' knowledge of classical societies, and develops their thinking skills and skills in literacy. Investigative and critical-thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

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

## Purpose and aims

The course develops candidates' knowledge and understanding of the classical Greek and Roman civilisations by comparing and contrasting these societies with the modern world.

Candidates develop:

- ◆ knowledge and understanding of public and private religious ideas and practices:
  - the interaction between religion, personal morality and identity in classical societies
  - or of the political and social structures of classical societies
- ◆ the ability to evaluate complex sources of evidence from classical societies
- ◆ awareness of universal ideas, themes or values raised by classical texts
- ◆ the capacity to compare and contrast the classical world with modern society

## Who is this course for?

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

It can lead to future study and personal enrichment in many diverse areas of culture and society, and provides a point of departure for other work, for example literary studies, classical languages, archaeology, medieval studies, modern languages and European studies.

# Course content

The course consists of three areas of study. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice:

- ◆ Life in classical Greece
- ◆ Classical literature
- ◆ 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:

Candidates develop in-depth knowledge and understanding of:

- ◆ universal ideas, themes or values revealed by classical literature
- ◆ a range of religious, political, social, moral and cultural values and practices of classical Greek and Roman societies, providing detailed explanations

Candidates also build skills in:

- ◆ structuring and sustaining lines of reasoned argument about universal ideas, themes or values revealed by classical literature
- ◆ analysing and evaluating the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies
- ◆ comparing religious, political, social, moral and cultural values and practices of the classical and modern worlds and drawing reasoned and detailed conclusions
- ◆ interpreting and understanding a range of complex sources
- ◆ evaluating the reliability and value of a range of complex sources
- ◆ research and using information collected from a range of sources

## **Skills, knowledge and understanding for the course assessment**

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

### **Question paper 1: Classical literature**

Candidates demonstrate in-depth factual and textual knowledge and understanding of universal ideas, themes or values revealed in a classical text they have read, linking the classical and modern worlds. These universal ideas, themes or values are:

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

### **Question paper 2: Classical society**

#### **Section 1: Life in classical Greece**

Candidates demonstrate in-depth factual and theoretical knowledge and understanding of life in fifth century BC Athens, in relation to one of the following parts:

#### **Part A: Power and freedom**

##### **Athenian citizenship**

- ◆ qualifications for citizenship
- ◆ benefits and rights of citizenship
- ◆ responsibilities
- ◆ metics — rights and duties
- ◆ definition of direct democracy
- ◆ the Assembly of citizens — structure, role and purpose
- ◆ the council of 500 — structure, role and purpose
- ◆ the archons — role and purpose
- ◆ the generals — role and purpose
- ◆ ostracism — the purpose and process, strengths and weaknesses
- ◆ strengths and weaknesses of Athenian democracy

##### **Structure of the Athenian legal system**

- ◆ law courts — the structure of a trial
- ◆ jurors — eligibility, selection, payment and impact of jury pay
- ◆ strengths and weaknesses of the Athenian legal system

### **Slavery in classical Athens**

- ◆ attitudes towards slavery and justifications, for example Aristotle's justification
- ◆ how a person became a slave
- ◆ jobs
- ◆ public and private slaves
- ◆ treatment of slaves
- ◆ freeing of slaves
- ◆ impact of the use of slavery

### **Women in classical Athens**

- ◆ attitudes towards women
- ◆ education
- ◆ jobs — citizen and slave
- ◆ political and legal status
- ◆ role within the household
- ◆ marriage, childbirth and divorce
- ◆ contribution of women within Athenian society

### **Delian League/Athenian empire**

- ◆ reasons for and purpose of the Delian League
- ◆ transition from voluntary league to Athenian empire
- ◆ revolts of allies and consequences
- ◆ advantages and disadvantages of the empire for Athens
- ◆ advantages and disadvantages of the empire for the allies

Or

### **Part B: Religion and belief**

#### **State religion**

- ◆ the nature of religion — contractual, ritualistic, no moral code provided
- ◆ nature of the gods — polytheism, anthropomorphism and behaviour
- ◆ rituals of worship — prayer, sacrifice, libation and votive offerings
- ◆ building of worship — the Parthenon
- ◆ selection and role of priests
- ◆ divination and interpretation — omens, birds, entrails, weather signs, dreams, oracles  
Delphi, Dodona
- ◆ festivals — Panathenaia and City Dionysia
- ◆ importance of state religion

### **Cults and mystery religions**

- ◆ the cult of Asclepius at Epidaurus
- ◆ the cult of Dionysos
- ◆ Eleusinian mysteries
- ◆ the attraction of the mystery cults
- ◆ attitudes towards cults

### **Women within religious worship**

- ◆ priestesses — Pythia, priestesses of Athena
- ◆ role of women as midwives and in preparing the dead
- ◆ role of women in the following festivals — Skira, Thesmophoria, Haloa and Panathenaia
- ◆ impact of women on religion

### **Death and the afterlife**

- ◆ burial customs
- ◆ traditional beliefs about the afterlife including reward and punishment — Elysian fields, Asphodel plains and Tartarus
- ◆ remembrance of the dead — funeral rites, Genesia and Anthesteria
- ◆ alternative beliefs — Orphism and Pythagoreanism
- ◆ attitudes towards the dead

### **Challengers of traditional beliefs**

- ◆ philosophical attitudes towards the nature of the gods, for example Plato and Xenophanes
- ◆ philosophical attitudes towards beliefs about the dead and the afterlife, for example Plato and Democritus
- ◆ impact on belief

## **Section 2: Life in the Roman world**

Candidates demonstrate in-depth factual and theoretical knowledge and understanding of life in the Roman world in the first century BC and first century AD, in relation to one of the following parts:

### **Part A: Power and freedom**

#### **The Roman Republic up to 44 BC**

- ◆ definition of SPQR, Senātus Populusque Rōmānus (the Senate and People of Rome)
- ◆ social classes in ancient Rome — plebeian, equestrian and patrician
- ◆ the Roman Senate — structure, role and purpose
- ◆ the structure, role, purpose and weaknesses of the voting system, for example the assemblies
- ◆ elected officials — quaestor, aedile, praetor, consul, censor, dictator and tribune
- ◆ strengths and weaknesses of the Roman Republic



### **Slavery in the Roman world**

- ◆ attitudes towards slavery
- ◆ how a person became a slave
- ◆ jobs
- ◆ public and private slaves
- ◆ treatment of slaves
- ◆ slave rebellions, for example Spartacus
- ◆ freeing of slaves
- ◆ impact of the use of slavery

### **Roman women**

- ◆ attitudes towards women
- ◆ education
- ◆ jobs — citizen and slave
- ◆ political and legal status
- ◆ role within the household
- ◆ marriage, childbirth and divorce
- ◆ contribution of women within Roman society

### **Roman empire**

- ◆ Roman provincial administration — role of the governor, client kingdoms and taxation
- ◆ Romanisation — the cultural impact of Roman rule on the empire
- ◆ advantages and disadvantages of living in the Roman empire

### **Revolts in the empire**

- ◆ Boudicca
  - causes of the revolt
  - course of the revolt
  - consequences of the revolt
  
- ◆ Judean revolt
  - causes of the revolt
  - course of the revolt
  - consequences of the revolt

Or

## **Part B: Religion and belief**

### **State religion**

- ◆ the nature of religion — contractual, ritualistic
- ◆ nature of the gods — polytheism, anthropomorphism and no moral code
- ◆ rituals of worship — prayer, sacrifice, libation and votive offerings
- ◆ festivals — Lupercalia and the Saturnalia
- ◆ divination and interpretation — omens, birds, entrails, weather signs, dreams, Sibylline books and associated priesthoods: the augurs, quindecimviri and haruspices
- ◆ Vestal Virgins
- ◆ imperial cult
- ◆ importance of state religion

### **Domestic religion**

- ◆ role and worship of Vesta, the Lares, the Penates, Janus, and genius
- ◆ religious rituals associated with birth and coming of age
- ◆ rituals at birth — Juno Lucina, father's acceptance of child, name giving and the bulla
- ◆ rituals to mark coming of age — religious rites at lararium for boys and girls, the age at which the ritual took place, dedication of bulla, presentation of adult toga and dedication of toys
- ◆ importance of domestic religion to Roman life

### **Mystery religions**

- ◆ cult of Bacchus
- ◆ cult of Mithras
- ◆ cult of Isis
- ◆ cult of Cybele Magna Mater
- ◆ attractions of the cults
- ◆ attitudes of Romans to the cults

### **Religious tolerance in the Roman world**

- ◆ attitudes towards:
  - Judaism
  - Christianity
  - Druidism

### **Philosophical attitudes towards religious beliefs**

- ◆ Stoicism
- ◆ Epicureanism
- ◆ impact of philosophical thought on Roman beliefs

## **Assignment**

Candidates have an open choice of a classical studies issue. Their choice is not constrained by the content of the question papers.

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, and can be found on the SCQF website.

## **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
- 1.3 Listening and talking

### **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

### **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

# 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:

- ◆ draw on, extend and apply the skills, knowledge and understanding acquired during the course, assessed by two question papers and an assignment. There is broad parity between the assessment of skills, knowledge and understanding over the course
- ◆ demonstrate breadth of skills, knowledge and understanding from across the course, in the question papers. These sample knowledge and understanding from across the course and require application of skills in different contexts
- ◆ demonstrate challenge and application relating to a classical studies issue in the assignment

## Course assessment structure: question paper

### Question paper 1: Classical literature

**30 marks**

This question paper has a total mark allocation of 30 marks. This is 27% of the overall marks for the course assessment.

This question paper draws on the skills, knowledge and understanding acquired during the course.

It allows candidates to demonstrate:

- ◆ structuring and sustaining lines of reasoned argument about universal ideas, themes or values revealed by classical literature
- ◆ analysis and evaluation of universal ideas, themes or values revealed by classical literature
- ◆ knowledge and understanding from across the course
- ◆ comparison of religious, political, social, moral and cultural values and practices of the classical and modern worlds and to draw reasoned and detailed conclusions

This paper has one section.

Each year the questions sample three of the following five themes:

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

This paper has three extended-response questions. Candidates answer two of the three questions.

There are two questions worth 20 marks and one question worth 10 marks.

For the 20 mark questions, candidates discuss a theme in classical literature. They have a choice between two questions on different themes, and select one to answer.

For the 10 mark question, candidates compare a modern source/quote with a classical text from the third theme being sampled that year.

### **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 10 minutes to complete this question paper.

### **Question paper 2: Classical society**

**50 marks**

This question paper has a total mark allocation of 50 marks. This is 45% of the overall marks for the course assessment.

This question paper draws on the skills, knowledge and understanding acquired during the course.

It allows candidates to demonstrate:

- ◆ in-depth knowledge and understanding of a range of religious, political, social, moral and cultural values and practices of classical Greek and Roman societies, providing detailed explanations
- ◆ structuring and sustaining lines of reasoned argument about universal ideas, themes or values revealed by classical literature
- ◆ analysis and evaluation of the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies
- ◆ comparison of religious, political, social, moral and cultural values and practices of the classical and modern worlds and to draw reasoned and detailed conclusions
- ◆ interpretation and understanding of a range of complex sources of evidence
- ◆ evaluation of the reliability and value of a range of complex sources of evidence

This paper has two sections, and within each section there are two parts. Candidates must answer questions from both sections, but are free to choose to complete questions in part A or part B of each section.

### **Section 1: Life in classical Greece**

- ◆ Part A: Power and freedom  
or
- ◆ Part B: Religion and belief

### **Section 2: Life in the Roman world**

- ◆ Part A: Power and freedom  
or
- ◆ Part B: Religion and belief

In this question paper, candidates are required to complete five out of a possible seven questions. They complete one of each of the following question types throughout the paper:

- |  |          |
|--|----------|
| ◆ evaluate the usefulness of a source  | 8 marks  |
| ◆ 'how fully do sources A, B and C ...'  | 8 marks  |
| ◆ analyse an issue in classical Greece or the Roman world                          | 12 marks |
| ◆ 'to what extent ...'/to evaluate an issue in classical Greece or the Roman world | 12 marks |
| ◆ compare a modern source/quote with a classical idea                              | 10 marks |

The 'compare a modern source/quote with a classical idea' question appears in **either** section 1: Life in classical Greece **or** section 2: Life in the Roman world, as determined by SQA each year.

Please see the 'Skills, knowledge and understanding for the course assessment' section for details of topics assessed in these sections.

### **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 50 minutes to complete this question paper.

Specimen question papers for Higher 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

**30 marks**

The assignment has a total mark allocation of 30 marks. This is 27% of the overall marks for the course assessment.

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

- ◆ identifying an appropriate classical studies issue about which there are alternative or different points of view
- ◆ researching the issue
- ◆ analysing the issue
- ◆ synthesising information in a structured manner
- ◆ drawing on in-depth knowledge and understanding to explain fully and analyse the issue
- ◆ 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 detailed and well-reasoned conclusion on the issue
- ◆ describing supporting information and potential challenges/counter-arguments

## Assignment overview

This assignment has two stages:

- ◆ research
- ◆ production of evidence

In the research stage candidates choose an issue or question; collect and evaluate evidence; organise, analyse and synthesise information from a range of sources; compare and contrast the classical and modern worlds; and come to a conclusion about the issue or question, supported with reasons and/or evidence.

Candidates must use the Classical Studies resource sheet to collate their evidence and references. This is used to support them in the production of evidence stage.

Teachers and lecturers may provide reasonable guidance on the types of issue or question, which enables candidates to meet all the requirements of this assignment. They may also guide candidates as to the likely availability and accessibility of resources for their chosen issue.

Candidates must work on their research with minimum support from their teacher or lecturer.

In the production of evidence stage candidates write a report of their findings. They use the completed Classical Studies resource sheet during this stage.

## **Setting, conducting and marking the assignment**

The assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high level of supervision and control
- ◆ externally marked by SQA

SQA provides a brief for the generation of evidence being assessed. Candidates have an open choice of topic or issue to research.

## **Assessment conditions**

### **Time**

#### **Research stage**

Candidates undertake the research stage at an appropriate point in the course. This is normally when they have developed the necessary skills, knowledge and understanding. This stage is designed to be completed over a notional period of 8 hours, including preparation time for the production of evidence.

#### **Production of evidence stage**

Candidates have 1 hour and 30 minutes to complete this stage.

Candidates complete the production of evidence stage in time to meet the submission date set by SQA.

### **Supervision, control and authentication**

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

The assignment is carried out under two different levels of supervision and control:

#### **Research**

This 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, teachers and lecturers must put in place processes for monitoring progress and ensuring that the work is each candidate's own and that plagiarism has not taken place. For example:

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

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



## **Production of evidence**

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

- ◆ candidates must be in direct sight of the teacher or lecturer (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates 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 must only have access to evidence collected during the research stage and recorded on the Classical Studies resource sheet. Resource sheets are not marked but must be submitted to SQA with candidates' assignments.

## **Reasonable assistance**

Candidates must prepare for 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 candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may 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, for example advice on how to develop an assignment 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 teachers and lecturers 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 or issue
- ◆ advising candidates on possible sources of information
- ◆ arranging visits to enable gathering of evidence
- ◆ interim progress checks

In preparation 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 issue or question for the candidate
- ◆ 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:

- ◆ candidate assignment
- ◆ Classical Studies resource sheet — candidates must use only one side of this single A4 sheet and should use no more than 250 words.

Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

## **Volume**

There is no word count for the assignment; however the resource sheet must have no more than 250 words on it.

## **Grading**

Candidates' overall grades are 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 is 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 provide useful information and background.

- ◆ [Higher Classical Studies subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [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](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

# Administrative information

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## History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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