



## 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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# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	2
<b>Course content</b>	<b>3</b>
Skills, knowledge and understanding	3
Skills for learning, skills for life and skills for work	9
<b>Course assessment</b>	<b>10</b>
Course assessment structure: question paper	10
Course assessment structure: assignment	13
Grading	17
<b>Equality and inclusion</b>	<b>18</b>
<b>Further information</b>	<b>19</b>
<b>Appendix: course support notes</b>	<b>20</b>
Introduction	20
Developing skills, knowledge and understanding	20
Approaches to learning and teaching	21
Preparing for course assessment	27
Developing skills for learning, skills for life and skills for work	29

# 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 Classical literature	30	1 hour and 10 minutes
Component 2: question paper 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:

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

- ◆ 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.

If a candidate does not submit a resource sheet, a penalty of 6 marks out of the total 30 marks is applied.

## **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.

# 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 can be included in the course. Teachers and lecturers have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to the 'Course assessment structure' section of this course specification for the skills, knowledge and understanding for the course assessment.

The following are examples of opportunities during the course where candidates can reinforce and deepen their skills, knowledge and understanding.

In section 1: Life in classical Greece, part B: Religion and belief, candidates could develop their knowledge and understanding of Greek religious practices by integrating this study with analysis of the *Medea* as part of the classical literature area of study.

In section 1: Life in classical Greece, and section 2: Life in the Roman world, candidates are to demonstrate factual and theoretical knowledge. They do this by using 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 'Skills, knowledge and understanding for the course assessment' section of this course specification, aim to be flexible and provide scope for a range of approaches to this comparison.

When using archaeological sources of evidence, teachers and lecturers can provide candidates with sources and encourage them to consider what they can and cannot learn from each one. As candidates gain evidence from different sources, they develop a fuller picture of life in the Greek and Roman worlds. Teachers and lecturers should provide a wide range of sources so that candidates do not simply understand aspects of the Greek and Roman worlds, but also begin to understand how our knowledge of the Greek and Roman worlds has been gained.

Learning about Scotland and Scottish culture enriches the candidates' learning experience and helps 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 Higher Classical Studies course is a 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 this course. Different combinations, or order of delivery, is appropriate in different contexts. This is for teachers and lecturers to manage.

The following examples provide teachers and lecturers with possible approaches to learning and teaching, focusing on universal ideas, themes or values covered by 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 areas of study of the course.

## Classical literature

### Example approach — *Antigone*, Sophocles

Classical texts offer scope for study of the five universal ideas, themes or values:

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

Candidates can explore these universal ideas, themes or values singly across texts, and/or within individual texts.

Relevant classical texts are capable of analysis beyond the five universal ideas, themes or values: these are a means of bringing focus to the texts. At Higher, candidates should read and understand the original texts. Candidates can help engage with texts, or extracts from texts, by accessing these in a variety of media.

Teachers and lecturers should choose a text for candidates to study, ensuring it meets the assessment criteria. Teachers and lecturers can choose various approaches to encourage candidates to develop the skills, knowledge and understanding as detailed in the 'Course assessment structure' section in this course specification.

Teachers and lecturers should remind candidates that the ancient texts would have been written with public performance in mind, and plays would have formed part of the activities at a religious festival. It is reasonable to discuss with candidates the likelihood that the audiences of these plays were being encouraged to think for themselves about the significance of the universal ideas, themes or values within this area of study.

While the example below is specific to Sophocles' *Antigone*, similar comment can be relevant to any alternative text offered. While this text happens to be a play, there is no reason why other forms of classical literature, poetry or prose may not provide texts for study.

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 views into comparison and/or contrast with the modern world.

Initially, teachers and lecturers should ensure candidates have a good knowledge of the text. They can do this by introducing a text, for example *The Odyssey*, and providing candidates with an overall description of the narrative, the characters, and the storylines involved.

### ***Antigone*, Sophocles**

There are a number of translations of *Antigone*, with varying degrees of accuracy. Penguin and Oxford University Press carry academically accurate translations. Dramatised examples which are not completely accurate, notably Seamus Heaney's version of *Antigone*, *The Burial at Thebes*, as well as non-literary versions (visual or audiobook) can provide an interesting and stimulating introduction to the study of the written text. There are a number of productions on the story (for example BBC and Actors of Dionysus), and also scenes from various plays are available online.

Candidates can read the text or attend a performance of a reading. Dramatised delivery of the text can highlight aspects for candidates to discuss. Group discussion or individual feedback can enhance candidates' understanding of the text and of the universal ideas, themes or values. Teachers and lecturers should encourage different approaches, and distinguish the ideas candidates develop to support or direct them further.

While candidates may have studied related texts at National 5, for example *Medea* or *Oedipus the King*, they can also study these at Higher.

This example illustrates how *Antigone* can provide a context for studying two of the five universal ideas, themes or values for the classical literature area of study. The play also provides opportunities and contexts for studying the other universal ideas, themes or values.

If candidates choose leadership as a theme, Antigone's open challenge to the authority of Creon encourages the candidate to enquire about the nature of leadership in the world of the text and provides many opportunities to compare leadership in the modern world. They can also relate the text to personal experiences, for example school, college, family, sport, and/or community. Candidates can analyse the role of the leader in various situations.

The candidates' analysis should use discussion, argument, justification, judgement and presentation of a point of view. Teachers and lecturers should encourage candidates to generate questions from the text and dramatic setting. Peer and group analysis could deepen awareness of the theme.

The theme of leadership can be a focus within the text, but the text allows wider study, for example this might lead to the development of role-play in a dramatic setting, the writing of a version of Creon's decree, or an insight into Eurydice's last moments.



If candidates choose conflict as a theme, this is integral to the action in *Antigone*, for example:

- ◆ Antigone and her sister are at loggerheads
- ◆ the leadership of Creon and the opposition provided by Antigone come into contact
- ◆ Creon has difficulty in dealing with his son
- ◆ Creon has an unhealthy antipathy towards Tiresias
- ◆ Creon's initial reaction of conciliation with the people of Thebes in his attempt to secure the well-being of the city soon descends into violence

There is scope for study of the theme of conflict within the text, and the contemporary relevance of this. Reference to current events at a national, international and/or domestic level may provide contemporary examples of this theme for comparison. Candidates can take a similar approach to any of the universal ideas, themes or values.

Teachers and lecturers should encourage candidates to develop the skill of gathering evidence from the classical text, and the skill of being able to process that evidence and to interpret it. Candidates should come to a deep understanding of the text, and demonstrate their understanding, for example by identifying, evaluating and explaining in their own words the development of universal ideas, themes or values, information, points of view.

Teachers and lecturers should encourage candidates to:

- ◆ participate in group tasks, debates or discussions, for example:
  - Are conflict and violence at the heart of a good drama?
  - Is Antigone a heroic character?
  - Fate rules — free will is nothing.
- ◆ present information to peers, in verbal, written, graphical or other forms, for example:
  - How does leadership display itself in the play, looking at the various characters and how and/or if they intersect?
  - Could any other decree have satisfied Creon's need for security at the start of the play?
- ◆ write responses to questions
- ◆ take part in role-plays, for example:
  - pseudo-TV and/or radio interviews *in situ* (developed for public display in class as aid to understanding action and/or motivation in the play)
  - Antigone interviewed in the aftermath of the conflict
  - Haemon arrives at the cave — paparazzi and reporters hound him
  - Eurydice's maids describe her last moments

- ◆ take part in plays or write imaginary scenes, for example:
  - What if Polynices had survived his wound?
  - What if Creon had been less adamant in his decree?
  - What if the soldier had run away after his first unnerving encounter with Creon?
  - Would there be the same drama if Antigone had not acted alone?
- ◆ complete reflective diaries or logs, either written or online (for example using Glow)
- ◆ peer review and/or feedback covering all learning activities

## **Section 1: Life in Classical Greece, part A: Power and freedom**

### **Example approach — strengths and weaknesses of Athenian democracy**

Teachers and lecturers may find it helpful to approach this using the following stages:

- ◆ description
- ◆ explanation
- ◆ exploration
- ◆ application

#### **Description**

This stage involves introducing and describing a large topic (in this example Athenian democracy) in a narrative way, and highlighting to candidates the key aspects for closer analysis. This initial phase of teaching is largely descriptive. It is strongly recommended teachers and lecturers use texts, and support this with notes they prepare using a wide range of secondary sources. Teachers and lecturers should use audiovisual material where possible to introduce and illustrate certain concepts. Television programmes which may be appropriate to use in this example of Athenian democracy include *Ancient Worlds* broadcast in 2010 by the BBC, or *Athens: The Truth about Democracy* by Bettany Hughes.

At the end of this stage, candidates should have an understanding of the main facts. In Athenian democracy, candidates should be able to describe the constitution of the Assembly and the Council, and describe how elections to the Council and all magistracies take place.

#### **Explanation**

In this second stage, teachers and lecturers can prompt, or agree with candidates during discussions, areas of the topic they wish to study in more depth. The goal of this stage is for candidates to reach an understanding of why Athenian society felt that certain concepts made sense. For example the class could analyse the surprising truth that Athenian democracy felt that election by ballot was a fundamentally unfair system. Teachers and lecturers should encourage candidates to reach conclusions about why the Athenians thought this.

At this point teachers and lecturers should introduce candidates to more in-depth analysis. There is a wide range of books on the subject of Athenian democracy, and the teacher or lecturer can provide candidates with copies of articles or extracts of texts, or can create their own more detailed course notes which they can give to candidates as stimulus. Teachers and lecturers should decide on the most productive methods to encourage candidates to study their chosen topics. They should ask candidates to think imaginatively

about what may or may not be advantageous about election by ballot, and election by lot. Discussion could be the best tool for developing this understanding. There are various methods of encouraging discussion, for example:

- ◆ proposing questions for candidates to answer in written or oral form
- ◆ asking candidates to debate

At the end of this stage, teachers and lecturers should ensure that each candidate is able to describe positive and negative consequences of the Athenian election system and to understand why the Athenians believed that the positives outweighed the negatives.

Life in classical Greece offers opportunities for teachers and lecturers to use extracts from modern films to provide an accessible and engaging introduction to classical themes. With careful planning, extracts from popular modern films or television programmes can stimulate very interesting and valuable discussion. It can present a 'way in' to history and the continued relevance of the classical world to contemporary society. For example candidates may benefit from considering why the story of the battle of Thermopylae has captured the imagination of European civilisation for 2,500 years. It has come to symbolise the victory of freedom over tyranny; willing self-sacrifice against impossible odds for the greater good of the nation; and is one of the very few genuine turning points in human history. Through this perspective, candidates can see that elements of fantasy or myth are the artistic representation of the emotional ideas which have been attached to this battle.

### **Exploration**

Once candidates have analysed concepts and have developed knowledge of key Athenian beliefs, they can now explore certain lines of thought in greater depth; where possible this should involve looking at textual or material sources. Teachers and lecturers should introduce them to further historical description and/or evidence about specific events in Greek history that relate to the topic. For candidates to gain a deeper understanding of how the political system affected the conduct of the state, teachers and lecturers should provide candidates with extracts from classical writers to allow them to make their own judgements.

If studying the Athenian democracy, the teacher or lecturer could provide candidates with extracts from Polybius, Aristotle, and the Old Oligarch on the constitution of Athens, and also from Thucydides, or Xenophon describing how the nature of the democracy helped the state to be successful or unsuccessful. It would be advisable for the teacher or lecturer to use a scholarly work to identify suitable historical scenarios. Candidates could then study Thucydides' description of why the Athenian navy was launched against Sicily, noting how the Assembly may have been unwise. Then, by referring to the more political sources of Polybius, Aristotle, or the Old Oligarch, they could reach conclusions about the effectiveness of the democracy.

## Application

A key purpose of the Classical Studies course is to develop a knowledge and understanding of the classical Greek and Roman civilisations by comparing and contrasting these classical societies with the modern world. At the end of each of these stages, teachers and lecturers should encourage candidates to think about modern institutions and/or ideas in comparison with their analysis of Athenian democracy.

## Section 2: Life in the Roman world, part B: Religion and belief

### Example approach — attitudes towards Christianity

Teachers and lecturers may find it helpful to approach this using the following stages:

- ◆ description
- ◆ analysis
- ◆ exploration
- ◆ application

## Description

This stage would involve introducing and describing a large topic (in this example Christianity) in a narrative way, and highlighting to candidates areas for closer analysis. This initial phase of teaching is largely descriptive.

It is strongly recommended teachers and lecturers use texts, and support this with notes they prepare using a wide range of secondary sources. Teachers and lecturers should use audiovisual material where possible, to introduce and illustrate certain concepts. Television programmes which may be appropriate to use in this example of attitudes towards Christianity include *Rome Revealed*, or *Ancient Worlds*, or *Ancient Rome* by the BBC.

At the end of this stage, candidates should have an understanding of the main facts. In Christianity in the Roman world, candidates should be able to describe the main beliefs held by early Christians according to sources from the time (rather than later Christian accounts) and describe why this new form of religion was appealing to certain members of society whose needs were not met by traditional polytheism in the Roman world.

## Analysis

In this stage, teachers and lecturers can prompt, or agree during discussions with candidates, areas of the topic they wish to study in more depth. The goal of this stage is for candidates to reach an understanding of how Roman society operated for both 'native' and 'Romanised' communities. For example, candidates could consider different sources of evidence for tolerance and/or intolerance of Christian communities.

At this point, teachers and lecturers should introduce candidates to more in-depth analysis. There is a wide range of books on the subject of religion in the Roman world, including Christianity, and the teacher or lecturer can provide candidates with copies of articles or extracts of texts, or can create their own more detailed course notes which they can provide to candidates as stimulus.

Teachers and lecturers should decide on the most productive methods to encourage candidates to study their chosen topics. They should ask candidates to think imaginatively about what may or may not be appealing about the aspects of Christianity. Discussion could be the best tool for developing this understanding. There are various methods of encouraging discussion, for example:

- ◆ proposing questions for candidates to answer in written or oral form
- ◆ asking candidates to debate

At the end of this stage, teachers and lecturers should ensure that each candidate is able to describe positive and negative aspects of following the new faith, and understand why early Christians believed that the positives of their faith outweighed the negatives.

### **Exploration**

Once candidates have developed an understanding of key Roman beliefs, teachers and lecturers should introduce them to further historical description and/or evidence about specific events in Roman history that relate to the topic. For example the issue of persecution is one which has highlighted the modern conception of Christianity in early Rome. Teachers and lecturers could provide candidates with a range of source material, allowing them to develop an understanding of how far the standard view is a genuine reflection of the available sources. Candidates could read extracts from *Acts of the Apostles*, and early Christian fathers such as Tertullian, alongside Roman historians, for example Tacitus and the famous letters of Pliny.

### **Application**

A key purpose of the Classical Studies course is to develop a knowledge and understanding of the classical Greek and Roman civilisations by comparing and contrasting these classical societies with the modern world. At the end of each of these stages, teachers and lecturers should encourage candidates to think about modern institutions and/or ideas in comparison with their analysis of Christianity in early Rome.

## **Preparing for course assessment**

Course assessment consists of two question papers 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 this course specification.

To prepare for the question papers, candidates should:

- ◆ 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 should:

- ◆ identify an issue or question for the assignment
- ◆ gather information and carry out the research, for example using books, the internet
- ◆ analyse their findings
- ◆ prepare their conclusion, and prepare 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

Teachers or lecturers should:

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

### **Assignment**

Teachers and lecturers should provide reasonable guidance on suitable types of issues or questions for the Higher Classical Studies assignment, and attempt to provide initial stimulus to the candidates.

Teachers and lecturers should ensure candidates know what they are expected to do and what type of support is provided.

It is a requirement of the Classical Studies assignment at Higher that candidates draw relevant comparisons between the classical and modern worlds. If teachers or lecturers have difficulty seeing where candidates can make effective comparison 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 issues and questions that may be suitable for the assignment:

- ◆ An analysis of the impact of the use of slavery in Athens in the fifth century BC.
- ◆ To what extent were the members of the Athenian empire mistreated by Athens in the fifth century BC?
- ◆ An analysis of fate and free will as depicted in Sophocles' play 'Oedipus the King'.
- ◆ To what extent can Antigone, in Sophocles' play of the same name, be described as a hero?
- ◆ An analysis of the role and status of women in Rome in the first century AD.
- ◆ To what extent was it beneficial to be part of the Roman empire?

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

Teachers and lecturers 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.

## 1 Literacy

Teachers and lecturers should encourage candidates to read widely, produce extended writing where appropriate, and also provide opportunities for candidates to undertake a wide variety of written tasks. Candidates may also experience listening and talking skills during class discussions and debates.

### 1.1 Reading

Candidates have the opportunity to develop reading skills throughout the course, and while undertaking their assignment. Candidates should read a variety of texts, for example historical accounts of Greek and Roman life, extracts of classical plays, epic poems, and modern historical writings, developing their knowledge and understanding of different types of text. Candidates work with a range of sources of varying difficulty which develops their ability 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

Teachers and lecturers should encourage candidates to read widely and undertake extended writing where appropriate in order to prepare them for possible progression to Advanced Higher Classical Studies, further and higher education and employment. The requirement to express detailed and well-structured views about sources, or classical texts, provides an ideal opportunity for candidates to develop the skills of extended writing, in particular expressing coherent arguments.

## 4.6 Citizenship

Issues of citizenship permeate the Classical Studies course at all levels. At Higher, the course develops in-depth knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies. For example the opportunity to study the Athenian democratic system, or ways of life in Roman Britain, or the role of women in classical Greece, helps candidates build 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 an understanding of the changing

nature of citizenship over time, and to gain a greater appreciation of its value in the contemporary world. In the classical literature area of study, candidates develop understanding of universal ideas, themes and values which illustrate a continuity of human experience between the classical and modern worlds. The course provides a rich and diverse set of contexts for studying the concept of citizenship in many forms.

### **5.3 Applying, and 5.4 Analysing and Evaluating**

At Higher, 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 candidates study the *Medea*, in addition to explaining the narrative of the text, they should show that they have understood how the actions of characters illustrate certain universal ideas, themes or values (for example heroism, conflict, or fate versus free will) and explain the relevance of these ideas in the contemporary world.

Candidates should use a wide range of different sources of information including literature, archaeological evidence and written historical sources. Teachers and lecturers should direct more able candidates to more complex, and potentially richer sources of information. This is for the individual teacher or lecturer to judge. It is 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 of higher-order cognitive skills may include:

- ◆ Providing an in-depth evaluation of the benefits and limitations of Thucydides' account of the war with Sparta, by providing information to compare warfare in modern and classical times.
- ◆ Explaining how the play *Antigone* illustrates the theme of conflict (including consideration of the distinction between inner conflict and physical violence) and what the text tells us about human relationships and politics today.
- ◆ Explaining the importance of archaeological remains from Pompeii and building up a picture of people's lives, and of the challenges and limitations presented by the availability of archaeological evidence.

Useful verbs for compiling questions and/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 ...



Useful verbs for compiling questions and/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 ...

### **Assignment**

Completing the Higher Classical Studies assignment provides opportunities for developing skills for learning, skills for life and skills for work. Candidates have the opportunity to develop reading and writing as they research their chosen issue or question, and write a report of their findings. They develop personal learning as they work independently to identify and refine an issue or question, and carry out research. They develop citizenship through deepening their understanding of the continued impact and significance of the classical world to contemporary society.

The assignment also allows for the development of writing skills. Candidates should describe and summarise their research, assess the usefulness of different sources, and express a conclusion.

# Administrative information

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## History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2018
3.0	Penalty for non-submission of resource sheets added to 'Evidence to be gathered' section. 'Reasonable assistance' section updated.	July 2019

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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