



Route map through assessment

Course: Classical Studies

Level: National 4

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

Education Scotland has provided a professional focus paper for classical studies, and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through Classical Studies National 4.

http://www.educationscotland.gov.uk/resources/nq/c/ngresource_tcm4745490.asp

Classical Studies National 4 course content

The main SQA classical studies page can be found at <http://www.sqa.org.uk/sqa/45626.html>, with specific National 4 information located at <http://www.sqa.org.uk/sqa/47440.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

http://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N4_SocialStudies_ClassicalStudies.pdf.

There are four units in Classical Studies National 4: Life in Classical Greece, Classical Literature, Life in the Roman World and the Added Value Unit.

There is **no mandatory content** in Classical Studies National 4. However, as many classes are likely to span National 4 and National 5, staff will need to plan carefully to ensure the contexts explored at National 4 will help learners to move into National 5. More specific detail on course coverage can be found in the course support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_ClassicalStudies.pdf

A course comparison from National 3 to National 5 is also available.

http://www.sqa.org.uk/files_ccc/Classical_Studies_Course_comparison.pdf

More detail on course coverage can be found in the Course Support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_ClassicalStudies.pdf



Unit assessment

All units are available as free-standing units of study. In order to gain the full course award, learners will be expected to overcome all relevant outcome and assessment standards from every unit.

Each unit specification gives details of the relevant outcome and assessment standards. There are **two** outcomes per unit: one based on skills and one based on knowledge and understanding. The relevant outcome and assessment standards for Classical Studies National 4 can be found in the unit specifications:

Life in Classical Greece

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_ClassicalStudies_LifeinClassicalGreece.pdf

Classical Literature

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_ClassicalStudies_ClassicalLiterature.pdf

Life in the Roman World

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_ClassicalStudies_LifeintheRomanWorld.pdf

Learners must meet all of the relevant outcomes and assessment standards. Evidence should be generated naturally through the learning and teaching approaches employed by staff. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be taken from several tasks and assessments carried out in the duration of the course.

Added Value Unit

In Classical Studies National 4 added value is assessed as a separate unit of work. There are relevant outcome and assessment standards that require to be met. These can be found on page 3 of the Added Value Unit specification.

http://www.sqa.org.uk/files_ccc/CfE_Unit_N4_ClassicalStudies_AddedValueUnit.pdf

The Added Value Unit requires learners to select a topic of study that interests them. They should have free choice in this process, although it is likely the topic selected will be from one of the units studied in the course. Learners are expected to gather evidence on this topic from a variety of different sources and to present this information accordingly. This can be done through a poster format, the use of a podcast or in a written form if preferred.

For the first **two** years of implementation (in session 2013/14 and session 2014/15), for all subjects staff **must** use the SQA-published Added Value Unit assessments.

Learners should have access to resources to complete relevant assessment tasks and no time restrictions should be imposed. Staff should use their professional judgment when considering assessment evidence to ensure that competency is met. Quality assurance procedures should be integral to this process.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is a unit-by-unit basis. There are similarities between this approach and end-of-unit assessments, which may have been used for NABs in the past. Another option is the combined approach, which links knowledge, understanding and skills from two units. Staff may also choose to move towards the portfolio approach as their confidence grows. In this approach evidence is gathered from classroom tasks. Unit assessment support is recorded on the SQA Secure website.

Verification

The verification process should be a supportive one. Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Quality Assurance: <http://www.sqa.org.uk/sqa/58448.html>.

Prior verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

If staff devise their own assessments these can be sent to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided by SQA. This should give departments confidence that their proposed assessments are fit for purpose and meet the national standard.

Internal verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have always engaged in, such as peer marking. A sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

External verification

In classical studies schools will submit a sample of their learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples in total will be asked for.

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

Schools must retain the evidence until 31 July of every academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Education Scotland support materials

Advice and support for new national qualifications (Glow password required):

<http://www.educationscotland.gov.uk/nationalqualifications/subjects/classics.asp>

Other useful websites

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

The BBC has pulled together all its learning content in a new Knowledge and Learning Beta site that includes Class Clips:

www.bbc.co.uk/education