



Higher  
Coursework  
Assessment Task



# Higher Classical Studies

## Assignment

### Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

**Valid from session 2024-25 and until further notice.**

The information in this publication may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

This edition: May 2024 (version 3.0)

© Scottish Qualifications Authority 2013, 2019, 2024

# Contents

Introduction	1
Instructions for teachers and lecturers	2
Marking instructions	3
Instructions for candidates	12

# Introduction

This document contains instructions for teachers and lecturers, marking instructions and instructions for candidates for the Higher Classical Studies assignment. It must be read in conjunction with the course specification.

This assignment is worth 30 marks. This is 27% of the overall marks for the course assessment.

This is one of three course assessment components. The other components are question papers covering classical literature and classical society.

# Instructions for teachers and lecturers

## Specified resources to be taken into assessment

During the final production of evidence stage, candidates should only have access to their Classical Studies resource sheet. The resource sheet must be submitted to SQA with the evidence produced during the final production of evidence stage. This resource sheet must consist of no more than a single side of A4 paper and should be no more than 250 words including sources.

The Classical Studies resource sheet taken into the production of evidence stage should show evidence or data from the research carried out by the candidate and may include:

- ◆ bullet points
- ◆ headings
- ◆ mind maps
- ◆ quotes from sources including archaeological sources
- ◆ details of internet search results
- ◆ extracts from books
- ◆ brief notes taken from a visit or talk
- ◆ brief notes taken from a written or audio-visual source
- ◆ reminders and prompts

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

The purpose of the resource sheet is to help candidates use their evidence and references, collected during the research stage, to address their chosen question or issue.

Candidates will gain no marks if they have copied their assignment, or extended pieces of text or narrative, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.

Teachers and lecturers may advise candidates on the types of resources which would be appropriate for the Classical Studies assignment.

## Template

A resource sheet template is available to download separately from SQA's website under the 'Coursework' tab. It is available either in Word format for completion electronically, or in PDF format for printing and completion by hand.

# Marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher Classical Studies assignment are addressed to the marker. They will also be helpful if you are preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your principal assessor.
- c Do not award marks where candidates have copied their assignment, or extended pieces of text or narrative, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.
- d Do not mark the Classical Studies resource sheet. However, it may help to clarify points which the candidate has made in their assignment and may allow you to gain an insight into what they intended.

## Detailed marking instructions

The use of the term ‘aspect’ in these marking instructions refers to any religious, political, social, moral or cultural aspects of the classical world, including aspects of classical literature which illustrate universal themes, ideas or values. Candidates should analyse different relevant aspects of the issue they select for study.

Skills	Max mark	Additional guidance
<b>A</b> <b>Introduction</b>	<b>2</b>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 2 marks.</b></p> <p><b>Award 1 mark</b> for displaying context which might include:</p> <ul style="list-style-type: none"> <li>◆ justification of choice of topic</li> <li>◆ relevance to the modern world in general terms</li> </ul> <p><b>Award 1 mark</b> for showing how the assignment will be structured and developed (‘signposting’).</p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>◆ outline of the general approach by the candidate</li> <li>◆ outline of the division of the main body of the assignment</li> <li>◆ outline of the overall argument of the assignment (without detailed justification)</li> </ul> <p>(The ‘signposting’ mark can only be awarded if the marker is satisfied by the end of the assignment that the candidate has delivered what they stated was their intention in the introduction.)</p>

Skills	Max mark	Additional guidance
<p><b>B</b>  <b>Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life</b></p>	<p><b>5</b></p>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 5 marks.</b></p> <p><b>Award 1 mark</b> for each developed point of comparison or contrast between the Greek and/or Roman worlds and the modern world, in terms of religious, political, social, moral or cultural life, although they do not need to use this terminology.</p> <p>Candidates must make <b>at least three</b> comparisons to gain full marks, <b>two of which</b> must be detailed.</p> <ul style="list-style-type: none"> <li>◆ The comparison or contrast must directly link to a point of knowledge, argument, analysis, and/or evaluative point made. The candidate must state this clearly.</li> <li>◆ The comparison must be meaningful and related to analysis and evaluation. For example pointing out that a Roman bride’s veil was orange instead of white would not gain a mark.  <b>Award 1 mark</b> for each comparative point. <b>Award a further 1 mark</b> for a comparison which has nuance or gives greater meaningful detail. However, do not award further marks for extended exemplification or description.  For example a candidate describes the details of a Roman marriage ceremony. The candidate compares features with today, for example the bride’s appearance, the oaths sworn, and the customs associated with the day. <b>Award 1 mark</b> in total for this unless the candidate makes a more nuanced point, for example that many marriage ceremonies now are often non-religious in nature, which seems not to have been the case in Roman times.</li> <li>◆ <b>Award no marks</b> for comparisons or contrasts which simply state that ‘this does not happen today’, or ‘this does not happen in the modern world’ or vice-versa.</li> <li>◆ Where you have awarded a mark for points of comparison with the modern world, <b>do not also award marks</b> as points of analysis and/or evaluation.</li> </ul>

Skills	Max mark	Additional guidance
<p><b>C</b>  <b>Drawing on in-depth knowledge and understanding to explain fully and analyse the issue</b></p>	<p><b>8</b></p>	<p><b>Award marks</b> where candidates draw on in-depth knowledge and understanding to explain fully and analyse the issue.</p> <p><b>Do not award marks</b> on a point-by-point basis. Award marks for the quality, nuance and exemplification of knowledge and understanding that the candidate provides, as outlined below.</p> <p><b>Award 7-8 marks</b> where the candidate shows knowledge which is:</p> <ul style="list-style-type: none"> <li>◆ detailed and accurate</li> <li>◆ wide-ranging and fully relevant to the topic chosen</li> <li>◆ judged comprehensive within the constraints of the assignment</li> <li>◆ supported by exemplification and amplification</li> <li>◆ carefully nuanced and tied accurately to the argument, analysis and evaluation</li> </ul> <p><b>Award 5-6 marks</b> where the candidate shows knowledge which is:</p> <ul style="list-style-type: none"> <li>◆ detailed and accurate for most of the time</li> <li>◆ wide-ranging</li> <li>◆ relevant to the topic</li> <li>◆ clearly expressed</li> <li>◆ supported by some exemplification</li> </ul> <p>There may be some instances of unclear expression or the knowledge might not be fully accurate.</p> <p><b>Award 3-4 marks</b> where the candidate shows knowledge which is:</p> <ul style="list-style-type: none"> <li>◆ mostly relevant to the topic, although there may be some parts which are inaccurate</li> <li>◆ limited and not always clearly expressed</li> <li>◆ irrelevant, not illustrated by examples or not related to the argument, analysis and evaluation</li> </ul>



Skills	Max mark	Additional guidance
		<p><b>Award 1-2 marks</b> where the candidate shows knowledge which is:</p> <ul style="list-style-type: none"> <li>◆ limited and/or poorly expressed and rarely exemplified</li> <li>◆ not connected well to the argument, analysis and evaluation</li> </ul> <p>Candidates <b>must link knowledge directly</b> to the argument, analysis or evaluation points made.</p>
<p><b>D</b> <b>Analysis and evaluating</b></p>	<p><b>12</b></p>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 12 marks</b>.</p> <p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. Evaluation involves making a judgement based on criteria. Candidates must make reasoned evaluative comments.</p> <p><b>Award marks</b> where candidates make well-reasoned judgements and show:</p> <ul style="list-style-type: none"> <li>◆ development of coherent and consistent arguments within the issue</li> <li>◆ contrasts and contradictions between different aspects of the issue</li> <li>◆ points of similarity between different aspects of the issue</li> <li>◆ understanding of continuity and change within the issue, for example by referring to different time periods, different social classes, different beliefs and different texts, and accounting for these</li> <li>◆ understanding of the relative importance of different aspects of the issue</li> <li>◆ there can be different interpretations made of aspects of the issue</li> </ul> <p><b>Do not award marks</b> on a point-by-point basis. Award marks for the quality, nuance, and precision and clarity of language and exemplification that candidates provide in their analysis, evaluation and argument. Candidates can gain more marks if they give examples of change and continuity and range of experiences, and/or offer a range of interpretations of the material.</p>

Skills	Max mark	Additional guidance
		<p>Candidates should use <b>at least three</b> sources, which they can draw from archaeological remains, and/or primary texts. Candidates:</p> <ul style="list-style-type: none"> <li>◆ may choose to substitute one <b>attributed</b> secondary source for an archaeological remain or primary text</li> <li>◆ should use these sources to illustrate and justify their analysis and evaluation of aspects of the issue</li> <li>◆ may gain marks for evaluating the sources themselves if this is relevant to the analysis of their issue, but this is not a requirement</li> </ul> <p><b>Acceptable use of sources:</b></p> <ul style="list-style-type: none"> <li>◆ sources may be literary, pictorial and/or archaeological</li> <li>◆ candidates may refer to sources on the resource sheet but not write them directly into their assignment if the source to which the candidate is referring is clear to the marker</li> <li>◆ candidates must reference primary literary sources by the author or book</li> <li>◆ candidates must reference a secondary source by an author (stating their name and/or position) and a book name</li> <li>◆ candidates must show a clear purpose for using a source, for example to illustrate a point of knowledge, to justify an argument or analytical or evaluative point</li> <li>◆ sources must not be excessive in length</li> </ul> <p>Do not award the full 12 marks where candidates fail to use sources as outlined above.</p> <p><b>Award 11-12 marks</b> for analysis and evaluating, where the candidate:</p> <ul style="list-style-type: none"> <li>◆ presents a range of key arguments that are clearly made and fully explained. These arguments must be ‘high order’ arguments which must be fully nuanced</li> <li>◆ uses language throughout that is precise and clear</li> </ul>

Skills	Max mark	Additional guidance
		<ul style="list-style-type: none"> <li>◆ links the parts of their assignment into a consistent and flowing overall analysis</li> <li>◆ produces an assignment that is comprehensive in its breadth</li> <li>◆ illustrates there is change and continuity, and ranges of experiences within the ancient world, whether between Greece and Rome, or within each classical civilisation. They may do this by referring to social class, gender, changes over time, geographical and political distinction, or by referring to different interpretations of events, characters and themes within classical literature and texts</li> <li>◆ demonstrates an understanding that there can be differing interpretations of at least two key aspects of their issue, whether based on literature or social, political, and/or religious themes. These interpretations can be either contemporary or classical. Candidates can do this by using their sources or other arguments</li> </ul> <p><b>Award 9-10 marks</b> for analysis and evaluating, where the candidate:</p> <ul style="list-style-type: none"> <li>◆ presents a number of key arguments that are clearly made and fully explained. These arguments must be nuanced</li> <li>◆ uses language that is precise and clear in the analytical and evaluative comments they make</li> <li>◆ links the parts of their assignment into an overall analysis</li> <li>◆ produces an assignment that is extensive in its breadth</li> <li>◆ illustrates there is change and continuity within the ancient world and/or ranges of experiences, whether between Greece and Rome, or within each classical civilisation. They may do this by referring to social class, gender, changes over time, geographical and political distinction, or by referring to different interpretations of events, characters and themes within classical literature and texts</li> <li>◆ demonstrates an understanding that there can be differing interpretations of at least one aspect of their issue whether based on literature or social, political, and/or religious themes. These interpretations can be either contemporary or classical. Candidates can do this by using their sources or other arguments</li> </ul>

Skills	Max mark	Additional guidance
		<p><b>Award 7-8 marks</b> for analysis and evaluating, where the candidate:</p> <ul style="list-style-type: none"> <li>◆ presents a number of key arguments that are explained</li> <li>◆ uses language that is clear in the analytical and evaluative comments they make. It may lack nuance in places</li> <li>◆ links most of their assignment into a consistent and flowing overall analysis</li> <li>◆ produces an assignment that is wide-ranging in its breadth</li> <li>◆ demonstrates understanding that there is change and continuity within the ancient world, and/or ranges of experiences whether between Greece and Rome, or within each classical civilisation. They may illustrate this by referring to social class, gender, changes over time, geographical and political distinction, or by referring to different interpretations of events, characters and themes within classical literature and texts</li> </ul> <p><b>Award 5-6 marks</b> for analysis and evaluating, where the candidate:</p> <ul style="list-style-type: none"> <li>◆ presents at least one key argument that is explained</li> <li>◆ uses language that is comprehensible in the analytical and evaluative comments they make</li> <li>◆ links some parts of their assignment into an overall analysis</li> <li>◆ produces an assignment that is limited in its breadth</li> <li>◆ demonstrates limited understanding that there is change and continuity within the ancient world, and/or ranges of experiences, whether between Greece and Rome, or within each classical civilisation, although it may not be made explicitly or clearly. They may illustrate this by referring to social class, changes over time, geographical and political distinction, or by referring to different interpretations of events, characters and themes within classical literature and texts</li> </ul>

Skills	Max mark	Additional guidance
		<p><b>Award 1-4 marks</b> for analysis and evaluating, where the candidate:</p> <ul style="list-style-type: none"> <li>◆ presents at least one key argument that is outlined, but not sustained</li> <li>◆ uses language that is generally comprehensible, but may be imprecise, inaccurate or poorly expressed</li> <li>◆ does not link the parts of their assignment into an overall analysis</li> <li>◆ produces an assignment that is limited in its breadth</li> </ul>
<p><b>E</b>  <b>Reaching a reasoned and well-structured conclusion on the issue</b></p>	<p><b>3</b></p>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 3 marks.</b></p> <p><b>Award 1 mark</b> where the candidate comes to a conclusion about the issue. Their conclusion should include an overall judgement about the issue supported by at least one valid and relevant reason.</p> <p><b>Award 2-3 marks</b> where the candidate also organises their overall response to the issue into a coherent line of argument by weighing and balancing the evidence produced in the main body of their assignment.</p>

# Instructions for candidates

This assessment applies to the assignment for Higher Classical Studies.

This assignment is worth 30 marks. This is 27% of the overall marks for the course assessment.

It assesses 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 and counter-arguments

In this assessment, you have to demonstrate your ability to apply your skills and knowledge and understanding to research a classical studies issue or question of your choice.

This assignment has two stages:

- ◆ research
- ◆ production of evidence: writing a report of your findings (under supervision, within 1 hour and 30 minutes and in one sitting)

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In the research stage you choose a classical studies question or issue to research. This may relate to areas you have studied in class, or you may choose another topic so long as it relates to the classical world and it focuses on religious, political, social, moral or cultural life. Your teacher or lecturer may support you by commenting on the suitability of the issue you have chosen and advising on the likely availability of resources.

In the research stage you complete the Classical Studies resource sheet to help you during the next stage – writing a report of your findings.

Your resource sheet must consist of a single side of A4 paper and have no more than 250 words including sources added. It should include brief notes or prompts to remind you of the points you wish to make in your report. You can include evidence and/or data from your research on your resource sheet, for example:

- ◆ bullet points and/or headings
- ◆ mind maps
- ◆ quotes from sources including archaeological sources
- ◆ details of internet search results
- ◆ extracts from books
- ◆ brief notes taken from a visit or talk
- ◆ brief notes taken from a written or audio-visual source

You must not copy your report directly from your resource sheet. You will not gain any marks if you have copied extended pieces of text from your resource sheet. However, you may copy quotations in full, provided you acknowledge the sources.

Choose an issue which allows you to:

- ◆ find information on the issue you have chosen to study
- ◆ show alternative or different points of view on your issue. You will gain marks for showing areas where there are disputes and disagreements between people living at the time, or historians looking back
- ◆ come to a conclusion about the issue and support this with reasons

The Classical Studies resource sheet must be submitted with your report to SQA. The resource sheet is not marked. If you do not submit a resource sheet, you will lose 6 marks.

### **Working with others**

While you should choose your own issue to research, others in your class may have chosen a similar issue. You might want to work with others part of the time, when you are collecting information.

If you choose to do this, it is important that you are able to show what you have contributed to this part of your assignment, and that the evidence you take into the assessment is your own work.

In this assessment you will:	How you can do this:
<ul style="list-style-type: none"> <li>◆ <b>identify an appropriate classical studies issue about which there are alternative or different points of view</b></li> </ul>	<p>Choose a classical studies issue which allows you to:</p> <ul style="list-style-type: none"> <li>◆ find information on the aspect of the classical world you have chosen to study</li> <li>◆ show different points of view</li> <li>◆ come to a conclusion which you can support with reasons</li> </ul> <p>The best issues to choose are ones that you can turn into a question, for example:</p> <ul style="list-style-type: none"> <li>◆ To what extent was ...</li> <li>◆ How important was ...</li> <li>◆ How significant was ...</li> <li>◆ How far can it be argued that ...</li> </ul> <p>These types of questions allow you to analyse and evaluate, and present your own conclusions based on your research.</p> <p>Your teacher or lecturer may support you by commenting on the suitability of the aspect of the classical world you have chosen and advise on the likely availability of resources.</p>
<ul style="list-style-type: none"> <li>◆ <b>research the issue</b></li> </ul>	<p>This will involve a number of stages:</p> <ul style="list-style-type: none"> <li>◆ collecting information which will help you answer your question</li> <li>◆ taking a note of where you found this information</li> <li>◆ commenting on the usefulness or reliability of the sources</li> </ul> <p><b>Collecting information</b></p> <p>You should collect evidence relevant to your question, from at least two distinct sources. These may be either primary or secondary sources, for example:</p> <ul style="list-style-type: none"> <li>◆ artefacts</li> <li>◆ books</li> <li>◆ websites</li> <li>◆ newspapers and/or magazines (print or electronic)</li> <li>◆ visits or field trips</li> <li>◆ television and/or film</li> <li>◆ radio and/or podcasts</li> <li>◆ libraries</li> <li>◆ interviews</li> </ul>



In this assessment you will:	How you can do this:
	<ul style="list-style-type: none"> <li>◆ photographs</li> <li>◆ other sources of information</li> </ul> <p>Try to take fairly detailed notes, using specific points of information where possible.</p> <p><b>Taking a note of the source</b> In using evidence from sources, you must say where the information comes from. This allows the assessor to judge how useful the sources you have used really are.</p> <p>If you use a quote from a source, you may simply put the author, the type of source or title of the book, and the date if you know it, for example:</p> <ul style="list-style-type: none"> <li>◆ ‘Public baths were crucial to the Roman way of life.’ (J. Smith, <i>Life in Roman Britain</i>, 2011)</li> <li>◆ According to Homer in <i>The Odyssey</i>, ...</li> </ul> <p>You could also summarise a viewpoint from a longer source by writing, for example J. Duncan suggests that Athens was not as democratic in reality as the Athenians liked people to think.</p> <p>Refer to your sources clearly and directly, for example by including the name of an author or piece of text or the location and name of an archaeological site.</p> <p>Where you collect information in a group, it is important that each of you is able to provide individual evidence of your contribution to the research process.</p>
<ul style="list-style-type: none"> <li>◆ <b>introduce the assignment</b></li> </ul>	<p>Introduce the assignment you have chosen, for example by:</p> <ul style="list-style-type: none"> <li>◆ explaining why you think it is worthwhile to explore this issue</li> <li>◆ showing why it is an important issue in the classical world</li> <li>◆ describing how your assignment is broken down into key issues</li> <li>◆ showing how you intend to develop your assignment and perhaps outline some of the arguments you are going to make</li> </ul>

In this assessment you will:	How you can do this:
<p>◆ <b>compare and contrast the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life</b></p>	<p>Use the aspects of the classical world you have identified to compare the Greek and/or Roman worlds with the modern world.</p> <p>You should identify how life has changed or stayed much the same. Remember to think about religious, political, social, moral or cultural aspects of life. You should support any comparison with detailed reference to both the classical and modern worlds, showing specifically where the point of comparison is being made. It should form part of your analysis and evaluation and be meaningful.</p> <p>You can gain 1 mark for each valid comparison or contrast, and then a further 1 mark for giving a more detailed explanation.</p>
<p>◆ <b>draw on in-depth knowledge and understanding to explain fully and analyse the issue</b></p>	<p>Think about what other information you know about this issue. You don't need to say where this information came from.</p>
<p>◆ <b>comment on the usefulness or reliability of at least three sources of information</b></p>	<p>You should use at least three sources in your analysis. These sources can be archaeological or from classical texts. You can use more than three if it helps your analysis and evaluation.</p> <p>If you wish, you can explain why a source is useful or why we might be wary of relying on it, if that is relevant to your analysis or evaluation. You can make one of your sources a secondary source, but you should show where the source comes from, or name the person who wrote the source.</p> <p>You should use your sources to justify the points you make in your assignment. You can also use these to show where there are historical or contemporary disagreements.</p>
<p>◆ <b>analysis and evaluating</b></p>	<p>Analyse and evaluate the aspects of the issue you have chosen. You should:</p> <ul style="list-style-type: none"> <li>◆ make judgements and develop arguments about these aspects and give supporting evidence</li> <li>◆ compare and contrast between and/or within the aspects</li> <li>◆ show that you understand that often things changed over time in the classical world, or sometimes stayed the same, or that different classes and groups of people had different experiences or viewpoints</li> <li>◆ show that often there are different viewpoints and interpretations which can be made about issues, and explain these interpretations</li> </ul>

In this assessment you will:	How you can do this:
<ul style="list-style-type: none"> <li>◆ <b>reach a reasoned and well-structured conclusion on the issue</b></li> </ul>	<p>Present an overall conclusion in which you make a judgement about the issue you have researched.</p> <p>You should:</p> <ul style="list-style-type: none"> <li>◆ support your judgement with reasons</li> <li>◆ organise your evidence so that you support your judgement with a clear line of argument about the issue, which is consistent with the evidence you present</li> <li>◆ try to show how you reach judgements where opinions and sources may conflict</li> </ul>

# Administrative information

---

Published: May 2024 (version 3.0)

---

## History of changes

Version	Description of change	Date
2.0	Penalty for non-submission of resource sheet added to 'Instructions for teachers and lecturers' and 'Instructions for candidates' section.	July 2019
2.1	Typographical change made to 'Detailed marking instructions' section, part D, 11-12 marks: wording of fifth bullet in this section has changed from 'and/or ranges of experiences' to 'and ranges of experiences'.	September 2019
3.0	In the Instructions for candidates under 'Taking a note of the source', the first example has been updated to remove reference to slaves, and names in examples have been updated. Instructions for teachers and lecturers updated to show that the word count for the resource sheet includes sources. Instructions for teachers and lecturers updated to show that reminders and prompts may be included on the resource sheet.	May 2024

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

## Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

© Scottish Qualifications Authority 2013, 2019, 2024