|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of Centre:** **Gloucestershire College** | | | **Learner achievement (please circle)** *NB: All learner achievement is provisional until confirmed at the AVA Awards Board* | | | |
| **Level Achieved:** | | **L3** | |
| **Resubmission?** | | **Y** | **N** |
|  | | | | | | |
| **Title of Access to HE Diploma: Health and Human Sciences; Humanities and Social Science; Science.** | | | | | | |
| **Unit title: Preparation for Higher Education** | | **Unit code: CBB392** | | | | |
| **Learner:** | | **Tutor/Assessor: Catherine Rogers/Andrew Kaighin** | | | | |
| **Description of Assignment:**  **Preparation for Higher Education Workbook** *(AC1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)*  Complete all tasks in the attached workbook.  Your written contribution to this workbook should be approximately 1500 words (excluding your personal statement). | | | | | | |
| **Date set:**  **Tuesday classes: 12.9.23**  **Thursday classes: 14.9.23** | **Date for draft submission**  **(if applicable): N/A** | | | **Date for final**  **submission:**  **Tuesday classes: 24.10.23**  **Thursday classes: 26.10.23** | | |
| **Extension date**  **(if agreed):** | **Signed by Tutor/Assessor to agree extension:** | | | **Date**  **submitted:** | | |
| **Internal Moderation: Yes / No**  **Date:** | **Signed by internal moderator:** | | | **ON TIME / LATE** | | |
| **Learner declaration:**   * The explanations and evaluations in this work have been developed and written by me. * I have not submitted material copied from the Internet, text books or other sources in place of my own thinking and writing. * When I have referred to the work of others I have done so to discuss, comment on or argue their ideas. * I have kept quotation and paraphrasing to an absolute minimum and only to support points I have made. * I understand that referencing the names of authors whose ideas I have used without including my own interpretation of those ideas, does not meet the assessment criteria * I have not copied the work of my peers. | | | | | | |
| **Learner comments:** *(please use this space to comment on any aspect of the assignment when handing in your work)* | | | | | | |
| **Signature:** | | | **Date:** | | | |

**TO THE LEARNER: Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

|  |  |  |
| --- | --- | --- |
| **Level 3** | **Unit title: Preparation for Higher Education** | |
| **Learning outcomes** | | **Assessment criteria** |
| *This is what you will learn on the unit.* | | *This is what you must be able to demonstrate that you can do in your assignment in order to achieve the unit.* |
| **The learner will:** | | **The learner can:** |
| 1. Understand the available progression opportunities. | | * 1. Analyse the different progression routes available.   2. Differentiate between content of courses at different HE institutions for chosen progression route.   3. Explain the expectations of the chosen career and /or course. |
| 1. Understand own skills in relation to chosen progression route. | | * 1. Evaluate the relevance of own skills, knowledge, personal qualities and experience to chosen career and / or course.   2. Indicate areas of new learning and challenges for your chosen course and / or career. |
| 1. Understand the stages of the application process. | | * 1. Produce a comprehensive action plan based on research into progression opportunities, which includes a realistic timetable for all stages of the process.   2. Produce a personal statement, or letter of application in support of application. |
| 1. Know how to prepare for an interview. | | * 1. Analyse which interview questions are most relevant to your progression route.   2. Evaluate own answers to questions suggesting areas for improvement. |

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| **Part A: Feedback on credit level** | | | | | | |
| **AC no** | **Credit achieved (L3)** | **Location of evidence** | **Tutor/Assessor comments on assessment criteria**  *(the assessor may also indicate on the work itself where each AC is met)* | | | |
| 1.1 |  | Task 1 |  | | | |
| 1.2 |  | Task 1 |
| 1.3 |  | Task 2 |
| 2.1 |  | Task 3 |
| 2.2 |  | Task 3 |
| 3.1 |  | Task 4 |
| 3.2 |  | Task 5 |
| 4.1 |  | Task 6 |
| 4.2 |  | Task 6 |
| Level achieved |  | Tutor/Assessor’s signature: | |  | Date: |  |

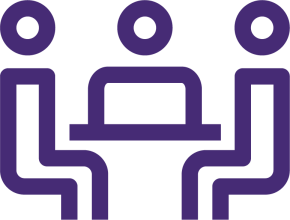
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| **Resubmission** (if applicable) *If any of the assessment criteria for this assignment have not been met at Level 3, a resubmission may be permitted. Resubmission must follow the QAA guidelines and be permitted only once.* | | | | | | | | |
| Requirements for resubmission/new Task set: | | | | | | | | |
| **Date Set:** |  | | | **Date due:** |  | **Date Submitted:** | |  |
| Feedback on resubmission: | | | | | | | | |
| **Level achieved**  **after resubmission:** | |  | **Tutor/Assessor’s signature:** | |  | **Date:** |  | |

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| **Tutor/Assessor’s developmental feedback –** *how will the learner be able to use and improve this study skill on other units and in further study?* |

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**Preparation for Higher Education Workbook**

**Learner name: ………………………………………**



**Task 1 – Potential courses** (AC 1.1, 1.2)

Use the table below to assist with identifying the factors that are most relevant to your finalised university choices. These can often be very personal but possible factors for consideration could be, the specific content of the course, course structure, entry requirements, placement locations, work experience, overseas year, geographical location, campus based, rural / urban setting, accommodation, transport links.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **University** | **Course & Code** | **Course Content** | **Pros** | **Cons** |
| University of Bristol | English and Classical Studies (QQ38) | Allows students to study Old English, Latin and Ancient Greek as well as literature from the ancient world to present and the societies that moulded them – with the possibility for a semester abroad in the second year. As the degree is broad there is a wide range of subjects for a dissertation (University of Bristol, 2023). | + Bristol has a reputation for passionately creative people.  + Acquire language skills for foreign language teaching.  + As well as the dissertation in the final year an ‘Applied Classics’ project is required where students are encouraged to engage with the public. This allows for real experience to be gained in an otherwise wholly academic field. | - Semester abroad doesn’t include countries where the main language isn’t English.  - No year abroad option |
| Durham University | Ancient History and Archaeology (VF14) | With a strong focus on fieldwork and archaeology this course aims to examine not only how we view and engage with our past but how ancient societies thought about what had come before them. A focus on art and literature makes this course more similar to pure Classics but also allows for students brand new to Ancient Greece and Rome to learn their languages (Durham University*,* 2023a). | + Can be transferred onto a ‘with Year Abroad’ or ‘with Placement’ pathway during the second year, giving me real world archaeological and linguistic experience.  + Durham encourages further study in their prestigious Classics and Ancient History department (Department of Classics and Ancient History*,* 2023b) | - Very far away from Gloucestershire  - Less focus on the linguistic elements of Ancient History |
| University College London (UCL) | Classics and the Ancient World with Study Abroad BA (Q803) | A four year long course with a wide array of options; from Amharic to Architecture. To prepare for the year abroad students study its language alongside their course modules allowing for easier integration with a foreign university. Situated in London, the course uses its location to allow students access to the British Library and Museum, allowing for hands-on learning of ancient art and architecture (Classics and the Ancient World BA*,* 2023). | + UCL has a focus on diverse and multidisciplinary research.  + Includes a year abroad, allowing students to study in a host European universities.  + Close to many unique, world-renowned resources such as the British Library and the Institute of Classical Studies.  + Doesn’t limit students to only Ancient Greece and Classical Rome but allows them to study a range of classical civilisations (Egypt, Assyria, etc.). | - Living in London is expensive and intense.  - Very competitive university and course.  - Ancient language modules are very limited for students who haven’t studied an ancient language before. |
| King’s College London | Classics and the Ancient World (Q805) | With no compulsory modules, King’s offers probably the most flexible classics and ancient history degree. With the annual Greek play, students with a range of ancient Greek ability perform to an audience, allowing for an interesting and direct application of an ancient language. King’s is also opening a centre for the Hellenic Foundation for Culture which will allow students more engagement with Greek culture – both within the UK and Greece (King’s College London, 2023). | + Students have the option for to travel on an expenses-paid field trip to ancient sites in the Mediterranean in either the second or third year.  + Opportunities to attend summer schools in Athens and Rome, as well as excavations in Greece and Italy.  + Optional internships and study abroad programmes. | - Very limited in scope to Ancient Greece and Classical Rome.  - Again, London is inhospitable. |
| Cardiff University | Archaeology and Ancient History (VVC4) | This course allows for an expansive overview of ancient history, with a more practical aspect compared to a classics or classical studies degree. In the second year students are given the independence to produce a vlog post and project around a specific archaeological topic, under the guidance of a supervisor, allowing students to be creative with their study while building research skills for their dissertation (Cardiff University*,* 2023). | + Interesting multidisciplinary modules, including gender, sexuality and osteoarchaeology (forensic archaeology).  + Includes a four week long practical placement on an excavation, museum, laboratory project or archival position.  +Study abroad options available for many European universities. | - Less focused on language and literature.  - Cardiff has a small ancient history department compared to other universities.  - Very few institutions around Cardiff that support Classical research. |

Word Count: 742

Reference List

Cardiff University (2023) *Archaeology and Ancient History (BA)*. Available at: <https://www.cardiff.ac.uk/study/undergraduate/courses/course/archaeology-and-ancient-history-ba> (Accessed: 1 October 2023)

Durham University (2023a) *Ancient History and Archaeology.* Available at: [https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14](https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14/" \l "course-details) (Accessed 1 October 2023)

Durham University(2023b) *Department of Classics and Ancient History.* Available at: <https://www.durham.ac.uk/departments/academic/classics-ancient-history/postgraduate-study/> (Accessed: 1 October 2023)

King’s College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.kcl.ac.uk/study/undergraduate/courses/classics-and-the-ancient-world-ba> (Accessed: 1 October 2023)

University College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/classics-and-ancient-world-ba> (Accessed: 1 October 2023)

University of Bristol (2023) *Programme structure: English and Classical Studies (BA) for 2024/25 entry* cohort. Available at: <https://www.bris.ac.uk/unit-programme-catalogue/RouteStructureCohort.jsa?byCohort=24%2F25&byCohort=Y&selectedCatalogue=PROGRAMME&orgCode=ENGL&programmeCode=1ENGL006U> (Accessed: 1 October 2023)

**Task 2(a) – Expectations** (AC 1.3)

Once you have identified the five courses that you are most interested in progressing to, you should now focus on the expectations of the universities and course expectations in terms of your existing qualifications, skills and experience.

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| **University** | **Course** | **Minimum Expectations** | **Which of the course expectations do I meet?** | **What do I need to do to meet all the entry expectations?** |
| Bristol University | English and Classical Studies (QQ38) | ‘Access to HE Diploma in Humanities ... The 45 graded Level 3 credits must include at least 30 credits at Distinction (including 12 from English units) and 15 at Merit or above.’ (University of Bristol*,* 2023) | The university requires ‘GCSE English Language grade … 6’ (University of Bristol, 2023) which I have already attained | 30 credits at Distinction and 15 at Merit |
| Durham University | Ancient History and Archaeology (VF14) | AAB at A Level (Durham University, 2023) which is equivalent to 136 UCAS points, or 39 credits at Distinction and 6 Credits at Merit (UCAS, 2023). | None | 39 credits at Distinction and 6 at Merit |
| University College London (UCL) | Classics and the Ancient World with Study Abroad BA (Q803) | **‘**Pass in Access to HE Diploma with a minimum of 30 credits at Distinction and 15 credits at Merit’ (University College London, 2023). | The university requires ‘English Language at grade B or 6 and Mathematics at grade C or 5’ (University College London, 2023) which I have already attained. | 30 credits at Distinction and 15 at Merit |
| King’s College London | Classics and the Ancient World (Q805) | ‘Access to Higher Education Diploma with 45 Level 3 credits overall: 33 credits must be from units awarded at Distinction, with 12 at Merit’ (King’s College London, 2023) | None | 33 credits at Distinction and 12 at Merit |
| Cardiff University | Archaeology and Ancient History (VVC4) | ABB-BBB at A Level (Cardiff University, 2023) which is equivalent to 128-120 UCAS points, or 30 credits at Distinction and 15 at Merit to 24 credits at Distinction and 21 at Merit (UCAS, 2023). | The university requires English language at GCSE grade 4 (Cardiff University, 2023) which I have already attained. | 30 credits at Distinction and 15 at Merit |

Word Count: 294

Reference List

Durham University (2023) *Ancient History and Archaeology*. Available at: <https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14> (Accessed 1 October 2023)

King’s College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.kcl.ac.uk/study/undergraduate/courses/classics-and-the-ancient-world-ba> (Accessed: 1 October 2023)

UCAS (2023) *Calculate your UCAS Tariff points.* Available at: <https://www.ucas.com/ucas/tariff-calculator> (Accessed 1 October 2023)

University College London (2023) *Classics and the Ancient World BA*. Available at: <https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/classics-and-ancient-world-ba> (Accessed: 1 October 2023)

University of Bristol (2023) *BA English and Classical Studies.* Available at: <https://www.bristol.ac.uk/study/undergraduate/2024/english/ba-english-classical-studies/> (Accessed: 1 October 2023)

**Task 2 (b) – Expectations** (AC 1.3)

Explain the expectations of your chosen career and /or course. Explain why these expectations are essential for success in this course or your career choice (300 words).

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| An essential skill for a Classics student to have is the ability to analyse and evaluate different types of text, whether they be ancient or contemporary. In an interview for a Classics course the interviewers will introduce a text, usually ancient literature in translation, and ask the student to talk about specific themes or ideas that catch their eye. This is done in order to assess a students analytical skills at a basic level where previously route learned arguments and ideas won’t be able to assist them.  The nature of this open dialogue interview also helps to draw out another key skill; the ability to argue from different perspectives. During the interview they will ask a student to consider the text and their arguments in different lights – a possibly uncomfortable experience for students who have not experienced this before. This is essential in Classics as students will need to defend their ideas well and evalute where their arguments may be lacking.  Moreover, the ability to display unique or out of the box thinking is a required expectation in order to excel in the Classics. Any text that a student might encounter during an undergraduate course has likely existed for thousands of years, with more commentaries, interpretations, and translations to count. Therefore students must be able to react to and reinterpret not only contemporary attitudes towards these texts but a lineage of literary discovery and opinion.  While there are many qualities that will make a good Classics student, like many other courses with wide curriculums like Liberal Arts, the course ultimately seeks to discover and cultivate skills that students will lack. |

Word Count: 270

**Task 3 – SWOT Analysis** (AC 2.1, 2.2)

Complete the following table:

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| **Strengths** | **Weaknesses** |
| *List the skills, qualifications, talents, interests, attitudes, and other attributes that you consider to be positive.*  I have a strong and independent urge to learn, no matter the field. This has lead to me studying guitar for a number of years and I have proficiency in a number of programming and document formatting languages. | *What skills or experience are expected in your application route that you do not currently possess or are minimal?*  Currently, I am unfamiliar with the history of the ancient world and lack any ancient language skills. |
| *What can you do to build on your strengths?*  Continue to grow my skill set and delve deeper into ideas and practices I’m not to knowledgable or confident with. | *What can you do to bridge any identified gaps in skills or experience?*  I will research the basic knowledge that undergraduates are expected to have on the ancient world through blogs and reading lists as well as continuing to review basic Latin grammar. |

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| **Opportunities** | **Threats** |
| *What are the potential opportunities that could open up to you as a result of obtaining this degree?*  This could lead to a number of roles in the public history sector, from museum curator to tour guide, while equipping me with valuable language skills for overseas teaching. | *What might prevent you from achieving your goal at this time?*  I am a carer for my mother at the moment, as she recently suffered from a heart attack. This means a lot of my time is spent helping out in the home and continuing my part time job to alleviate the financial burden of her being out of work. Moreover, my transport to the college takes up a significant portion of my income as I have to travel by bus. |
|  | *What can you do to minimise the risks associated with these potential barriers to achieving your goal?*  I can manage my time more effectively in order to ensure that my work is to the best of my ability and monitor my spending in an attempt to cut any unnecessary costs. |

Word Count: 340

**Task 4 – SMART Objectives** (AC 3.1)

SMART objectives (Specific, Measurable, Achievable, Relevant and within the given Time-Frame). You should identify clear objectives along with dates for achievement of each and accompanied by a reflective review of progress towards these objectives. Where necessary resetting of some of these objectives.

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| **Objective** | **Target Achievement Date** | **Achieved (A)**  **Partially Achieved (PA)**  **Not Yet Achieved (NYA)** |
| Attend Seán Hewitt and Luke Edward Hall’s talk on Queer Love in the Ancient World at the Cheltenham literature festival. | 12/10/23 | A |
| Attend an open day | --- | NYA |
| Read SPQR by Mary Beard | 19/10/23 | PA |
| Write up a complete personal statement | 19/10/23 | A |
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| **Reflective Review of SMART Objective Achievement** |
| Attending Seán Hewitt and Luke Edward Hall’s talk allowed me to get insight in new and contemporary ideas surrounding queerness in ancient myths and history. This was compounded by Mary Beard’s *SPQR,* which gave me a birds eye view of the ancient Roman empire at its peak – its people and their ideas. Writing my personal statement has allowed me to discuss some of these ideas and link concepts from both works. I have yet to attend an open day but many universities offer online open days which would be a boon to my busy schedule. |

Word Count: 138

**Task 5 – Personal Statement** (AC 3.2)

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| **Attach/paste a copy of the final draft of your personal statement** |
| Classics, for me, is a gateway to understanding the roots of our contemporary world. It is a discipline that allows us to peer back into the depths of human thought, creativity, and culture. The works of ancient philosophers, writers, and historians have left an indelible mark on our collective intellectual culture, and I am eager to engage with these texts to gain insights into not only the origins of Western thought but how they themselves reacted to what had come before them.  Throughout my academic journey, I have demonstrated a strong commitment to learning, critical thinking, and interdisciplinary exploration. While on the Access Course, being able to study a range of ideas not directly linked to the Classics has helped me enormously insofar as developing my mind to look for connections between the contemporary and the classical world. My coursework has further nurtured my analytical skills and honed my ability to engage with complex ideas. While these subjects may not be directly related to Classics, they have equipped me with a solid foundation in critical thinking and research that I believe will serve me well in my study.  But my passion for learning extends well beyond the classroom. I am an avid reader, and my first exposure with ancient Greece was a copy of the Symposium from my school’s Everyman’s Library. The ideas about love and desire explored by Plato left an indelible mark on me, a mark that for many years I have been unable to recognise.  Since my school did not offer any courses related to the classical world I’ve had to look elsewhere for my education. Books like the historical fiction of Mary Renault, or the vivid revellings of myth from Stephen Fry gave me a steady foundation and have lead to me discovering many ancient works in translation like the epics of Homer or the tragedies of Sophocles.  This thirst for knowledge that drives me to explore diverse subjects, from archaeology to linguistics, that intersect with the field of Classics. My extracurricular activities, such as attending lectures and seminars on classical topics, showcase my dedication to self-directed learning and intellectual growth. A talk I recently attended queer love in the ancient world, reigniting that old spark from my younger years and allowed me to discuss and build upon these ideas with like-minded people.  Although I never got the chance to study Latin or ancient Greek at school I have been independently studying Latin with the help of Collar and Daniell’s The Beginner’s Latin Book. This has helped me to see language learning in a new light - no longer as a collection of vocabulary with indistinct rules and codes but as a tradition that spans thousands of years with a clear logic and development in how a basic sentence is formed. The of deciphering ancient texts, understanding linguistic shifts over time, and exploring the nuances of expression all fascinate me and I’m eager to build these skills on my course.  My commitment to sharing knowledge and fostering academic engagement is a fundamental aspect of my character. I have previously interned at a local nature reserve to assist with their community outreach schemes and while there I was lucky to be able to engage with the public through workshops and community talks which helped develop invaluable communication skills. I really believe that education is a collaborative endeavour, and the future of the study of Classics lie with engaging with the public and making the subject accessible to anyone.  I view this as the beginning of a journey to uncover the hidden treasures of classical languages and to contribute to the broader understanding of the ancient world's linguistic heritage. I am eager to embark on this academic adventure and excited about the possibilities it holds.  **Word Count: 697 / 3784 characters** |

**Task 6** (AC 4.1)

From your research and based on your chosen progression route, identify 10 key interview questions that are most relevant and prepare notes on the responses that you intend to provide to each of these.

**Table A**

|  |  |
| --- | --- |
| **Key Questions** | **Relevant Response** |
| Q1. Why do you want to do the course? | In order to build upon my knowledge of classical history and literature while also developing important contemporary ties. |
| Q2. What attracted you to the university (Bristol)? | Bristol university has a course centred around public outreach and modern reception, as well as having world class research centres and faculty. |
| Q3. What are some contemporary issues in Classics you would like to investigate? | The future of the subject seems to be built upon an unsteady foundation and I’m eager to discover how public outreach can be used to help assist it. |
| Q4. What is your background in Classics? | I have no done any GCSEs or A Levels relating to the classical world but I have been proactive in researching different aspects of the classics. |
| Q5. What is Classics? | The study of the ancient world focussing on the cultures of ancient Greece and Rome. |
| Q6. How can Classics be used in the modern world? | Being such a multidisciplinary subject its harder to ask how it could not be used. |
| Q7. Where do you draw the line between Plato and Socrates and why? | I see Socrates as a mouthpiece for Plato, completely distinct from the man as he lived. |
| Q8. What have you read in the original or in translation? | I have read Plato’s Symposium, Sophocles’ Theban Plays and Homer’s Odyssey and Iliad – all in translation. |
| Q9. Do you think that Latin is a dead language? | Latin is a dead language but its part of a long and rich history of the western world, with its literature being as important as ever. |
| Q10. If you could meet an ancient Greek or Roman, what would you ask them? | While it is an interesting question to consider, reading their literature is just as insightful as talking to them would be. Most of their literature was made to be orated and so feels like a conversion in themselves. |
| Any additional questions asked by colleague (if applicable) |  |
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Word Count: 320

Practice the above questions with a colleague. Provide your colleague with a copy of Table A so that they may ask you the questions. Your colleague will complete Table B with your responses. Once this is complete, you will then be able to evaluate your own responses and provide improvements where appropriate.

**Table B** (AC 4.2)

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| --- | --- |
| **Response to Key Questions** | **Evaluation of Response** |
| Q1. In order to build upon my knowledge of classical history and literature while also developing important ties to the contemporary world. | Lacking in detail, could have more specific examples. |
| Q2. Bristol university has a course centred around public outreach and modern reception, as well as having world class research centres and faculty. | Good, could expand on how you would contribute to ongoing research. |
| Q3. The future of the subject seems to be built upon an unsteady foundation and I’m eager to discover how public outreach can be used to help assist it. | Good response. |
| Q4. I have no done any GCSEs or A Levels relating to the classical world but I have been proactive in researching different aspects of the classics. | Could use some examples. |
| Q5. The study of the ancient world focussing on the cultures of ancient Greece and Rome. | An alright, by the book answer. |
| Q6. Being such a multidisciplinary subject its harder to ask how it could not be used. Analytic skills developed through the course are necessary for any discipline. | Turns the question around and allows for more discussion, good answer. |
| Q7. I see Socrates as a mouthpiece for Plato, completely distinct from the man as he lived. | Expand more on how distinct. |
| Q8. I have read Plato’s Symposium, Sophocles’ Theban Plays and Homer’s Odyssey and Iliad – all in translation. | Could be more. |
| Q9. Latin is a dead language but its part of a long and rich history of the western world, with its literature being as important as ever. | Interesting response that could allow for more discussion. |
| Q10. While it is an interesting question to consider, reading their literature is just as insightful as talking to them would be. Most of their literature was made to be orated and so feels like a conversion in themselves. | Excellent response, can lead to discussion about different writers and how their use of language feels like a conversation. |

Where you have identified that responses were less than adequate, you should summarise below your suggestions for improvement:

|  |
| --- |
| I need to become more confident in my knowledge of ancient history and read more translated texts. |

Word Count: 338

Total Word Count: 2442