



## Higher Latin

<b>Course code:</b>	C843 76
<b>Course assessment code:</b>	X843 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper Literary appreciation	80	2 hours and 40 minutes
Component 2: question paper Translating	50	1 hour

Recommended entry	Progression
Entry to this course is at the discretion of the centre.  Candidates should have achieved the National 5 Latin course or equivalent qualifications and/or experience prior to starting this course.	<ul style="list-style-type: none"><li>◆ other qualifications in Latin or 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 has an emphasis on skills development and the application of those skills. Assessment approaches are proportionate, fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

Through study of Latin language and literature, the course provides candidates with the opportunity to develop:

- ◆ understanding of how language works, analytical skills, and the ability to use language well to communicate ideas and information effectively
- ◆ skills in using different media effectively to support independent learning and communication
- ◆ critical and creative thinking skills to synthesise ideas and arguments through the study of Latin texts
- ◆ appreciation of the interconnected nature of languages
- ◆ enhanced enjoyment and understanding of the legacy of Roman civilisation and its influence on their own and other cultures

## **Purpose and aims**

The course provides candidates with the opportunity to develop and extend a wide range of skills. In particular, the course aims to develop:

- ◆ the language skills of translating
- ◆ the ability to understand, analyse and evaluate
- ◆ the ability to apply knowledge of language
- ◆ knowledge and understanding of literary techniques and Roman culture

The course contributes towards the development of literacy skills by providing candidates with opportunities to listen, talk, read, and write in English, and to read in Latin.

## **Who is this course for?**

The course is for candidates who wish to develop their skills of translating, understanding, analysing and evaluating detailed and complex Latin language and literature.

It is suitable for candidates who wish to study a range of different types of texts in different media and to demonstrate achievement in different ways and at different paces.

Candidates who take the course typically wish to develop their communication, critical thinking and creative skills as well as their cultural awareness.

# Course content

The course provides opportunities for candidates to develop their language skills of translating, understanding, analysing and evaluating in an integrated way, and focuses on developing individual skills.

## Translating

This aspect of the course provides candidates with the opportunity to study detailed and complex Latin texts and to develop the language skills needed for translating. Candidates also develop knowledge and understanding of vocabulary, accidence and syntax.

## Literary appreciation

This aspect of the course provides candidates with the opportunity to develop the language skills needed to understand, analyse and evaluate detailed and complex texts in Latin and translated into English. Candidates also develop knowledge and understanding of literary techniques and aspects of Roman culture.

## 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:

- ◆ translating skills, including developing knowledge and understanding of vocabulary, accidence, syntax, literary styles and nuances
- ◆ understanding, analysis and evaluation of detailed and complex texts in Latin and translated into English
- ◆ knowledge and understanding of literary techniques and aspects of Roman culture

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

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

For literary appreciation, there are five prescribed texts as shown below:

- ◆ Catullus: *Poems* (selections)
- ◆ Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
- ◆ Virgil: 'The story of Dido' (selections from *Aeneid* I, IV and VI)
- ◆ Pliny: *Letters* 'The eruption of Vesuvius' (selections from letters VI.16 and VI.20)
- ◆ Cicero: 'The governorship of Verres in Sicily' (selections from *In Verrem* V)

Candidates must study the content of any two of the prescribed texts. The details of the selections for each text are available on SQA's website. Centres can download these files either by individual author, or in a single file.

## **Translating: accidens and syntax**

### **Accidens**

Nouns: declensions 1–5 with case usages as follows

Nominative: subject, complement

Vocative

Accusative: object, with prepositions, place, time, distance, subject in indirect statement

Genitive: possessive, descriptive, partitive, value

Dative: indirect object, agent with gerundive, possessive, predicative, object of certain verbs

Ablative: prepositions, place, time, price, instrumental, descriptive, comparative

Locative

Adjectives: regular (positive, comparative, superlative)

Adjectives: irregular: *bonus, malus, multus, multi* (positive, comparative, superlative)

Adjectives: demonstrative: *hic, ille, is, alius, alter, ullus, nullus, totus, solus, uter, neuter*

Adverbs: regular (positive, comparative, superlative)

Adverbs: irregular (positive, comparative, superlative): *bene, male, paulum, multum*

Adverbs: interrogative: *ubi, quo, unde, quomodo, quando, cur*

Pronouns: *ego, nos, tu, vos, se* and possessive adjectives

Pronouns: *hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam*

Verbs: all conjugations — all tenses active and passive

Verbs: deponent — all tenses, moods and participles

Verbs: irregular *sum, fero, eo* and main compounds *volo, nolo, malo, fio*

Subjunctive: all tenses active and passive, including deponents

Infinitive: all tenses active and passive except future passive

Participle: all tenses active and passive

Imperative: present active, including *noli/nolite*

## **Syntax**

Relative clauses with indicative and subjunctive

Purpose clauses: *ut*, *ne* and *qui* with subjunctive

Purpose clauses with gerund and gerundive

Result clauses: *ut* with subjunctive

Indirect statement

Direct command/prohibition

Indirect command/prohibition: *ut/ne* with subjunctive

Direct question

Indirect question

Causal clauses: *quod*, *quia* with indicative, *cum* with subjunctive

Temporal clauses: *ubi*, *postquam*, *antequam*, *cum*, *dum*, *donec*, *simulatque*, *priusquam*, *ut*

Concessive clauses: *quamquam*, *cum*, *quamvis*

Conditional clauses: indicative and subjunctive

Fearing clauses

Gerunds and gerundives: obligation and attraction

Participle use: all uses, including ablative absolute

Ablative absolute using nouns, pronouns, participles and adjectives

Impersonal verbs, including impersonal passive

Predicative dative

Subjunctives of wish and command

Historic present

Other accident or syntax necessary for the sense of the passage is glossed.

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

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

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

You 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 apply:

- ◆ language skills to understand, analyse and evaluate detailed and complex texts in Latin and translated into English by answering appropriately challenging questions on prescribed texts
- ◆ knowledge and understanding of vocabulary, accidence and syntax to translate a detailed and complex unseen Latin prose text into English

The skills, knowledge and understanding in the course are assessed in broadly equal measure.

# Course assessment structure: question paper

## Question paper: Literary appreciation

80 marks

This question paper assesses candidates' breadth of textual knowledge and application of their literary appreciation skills in the challenging context of course assessment and a limited time.

Candidates demonstrate:

- ◆ understanding, analysis and evaluation of detailed and complex texts in Latin and translated into English
- ◆ application of knowledge and understanding of literary techniques
- ◆ knowledge and understanding of aspects of Roman culture

Candidates choose to answer on any two texts from a choice of five prescribed texts:

- ◆ Catullus: *Poems* (selections)
- ◆ Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
- ◆ Virgil: 'The story of Dido' (Selections from *Aeneid* I, IV and VI)
- ◆ Pliny: *Letters* 'The eruption of Vesuvius' (selections from letters VI.16 and VI.20)
- ◆ Cicero: 'The governorship of Verres in Sicily' (selections from *In Verrem* V)

Copies of the full set of prescribed texts are issued with the question paper on the day of the examination.

Candidates answer questions worth a range of marks on each author chosen. Questions on each author are of an equal level of demand.

For each author chosen, candidates answer:

- ◆ at least one extended-response question on literary techniques
- ◆ at least one extended-response question on aspects of Roman culture reflected in the text
- ◆ one extended-response question, allowing an evaluative critical response to the text as a whole or selections of text of their choice

The question paper has 80 marks out of a total of 130 marks for the course assessment.

Marks are awarded for:

- ◆ understanding the main ideas and themes
- ◆ identifying and explaining literary techniques used
- ◆ knowledge and understanding of aspects of Roman culture arising from the texts
- ◆ communicating a critical response to the text

## **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 2 hours and 40 minutes to complete this question paper.

## **Question paper: Translating**

**50 marks**

This question paper assesses candidates' breadth of knowledge of Latin language and application of their translating skills in the challenging context of unseen material and limited time.

Candidates demonstrate:

- ◆ translation of a detailed and complex unseen Latin prose text into English
- ◆ application of knowledge and understanding of vocabulary, accidence and syntax
- ◆ the ability to convey the meaning of the text in English using appropriate language, style and structure

This question paper contains one set passage of Latin and a specific wordlist.

The question paper has 50 marks out of a total of 130 marks for the course assessment.

Marks are awarded for:

- ◆ accuracy in translation of each block of text
- ◆ conveying the essential ideas of the blocks

## **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 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.

# 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 Latin 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.

The course enables candidates to communicate, to be critical thinkers, to develop cultural awareness, and to be creative.

The following summarises the skills, knowledge and understanding developed in the course:

- ◆ translating skills, including developing knowledge and understanding of vocabulary, accidence, syntax, literary styles and nuances
- ◆ understanding, analysis and evaluation of detailed and complex texts in Latin and translated into English
- ◆ knowledge and understanding of literary techniques and aspects of Roman culture

Further information on relevant accidence and syntax to be covered in the course is available in the 'Skills, knowledge and understanding' section of this course specification.

Teachers and lecturers should include these in the course coverage.

## Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching in the Higher Latin course.

The structure of learning and teaching should allow for the development of the skills, knowledge and understanding required for the course. Teachers and lecturers should give candidates the opportunity to build on prior learning, develop their knowledge about Latin language, and integrate and apply the skills of translating and literary appreciation.

For candidates beginning Latin at this level, learning for translating skills and literary appreciation skills will largely be sequential, although they can develop both sets of skills in parallel. It is likely candidates will do the language work underpinning translation before any literary appreciation can be attempted. A variety of factors determines the proportion of time teachers and lecturers should spend on developing each of the two sets of skills.



Teachers and lecturers should be confident that candidates are secure in their level of skills, knowledge and understanding of translating and literary appreciation before they undertake course assessment.

Teachers and lecturers should encourage candidates to compile a folder of examples of translating and literary appreciation tasks as they do them. This can provide evidence of candidate performance and be useful for communicating progress and for identifying readiness for course assessment.

### **Topics and contexts**

Candidates will be familiar with some of the contexts and topics in the course that develop their skills, knowledge and understanding, for example family life or social life. Others, such as politics or the law, may be less familiar.

Learning about the world, legacy and culture of the Romans in the context of the modern world enriches candidates' learning in several ways, as even familiar contexts can in practice take on new and unfamiliar dimensions.

Understanding, analysis and evaluation of Latin texts enable candidates to explore and challenge their understanding of the contexts of their learning.

Understanding the differences and similarities between today's world and the Roman world helps candidates to appreciate the legacy of Roman culture, which informs many aspects of contemporary life. Comparing Roman culture and beliefs with modern or other cultural interpretations encourages candidates to challenge their own assumptions by broadening and deepening their cultural awareness. This helps develop an appreciation of wider cultural differences and the skills needed to participate in and contribute towards a diverse and inclusive society.

Where opportunities exist to contextualise learning and teaching to different nationalities and cultures, teachers and lecturers should consider this. Teachers and lecturers can do this through, for example activities that support candidates in recognising the relevance and impact of Latin language and Roman culture on the culture and heritage of the local area in which they live or work.

Candidates could explore texts particularly relevant to that area, or visit local sites or exhibitions that help to bring Latin language and Roman culture to life. This could also include exploring the influence of Latin on the structures of modern European languages including English and Gaelic.

## Learning and teaching activities

Learning and teaching activities appropriate for Higher Latin are similar to those for other levels; however, teachers and lecturers should take into account a number of differences in learning and teaching at Higher, as shown below.

Activities	Benefit
Continued use of full wordlists in course assessment supported by the use of dictionaries in class work	This supports development of general reference skills and articulation between Higher and Advanced Higher.
Support for independent learning	As well as being a valuable skill to develop at this level, this also supports progression to the challenge of independent learning at Advanced Higher.
Continued learning of vocabulary	This supports development of confidence in the use of Latin language at this level. Teachers and lecturers should provide carefully selected, constructed and adapted passages of Latin for candidates to use.
Oral work to complement written work	Candidates can benefit from working in groups or pairs, for example to analyse collaboratively or to peer review the quality of translations.
Redrafting of first versions of translations	This can support candidates: <ul style="list-style-type: none"><li>◆ improve the quality of translation through use of discrete short passages as well as continuous prose texts</li><li>◆ develop skills in producing good translations rather than translations that are just technically accurate</li></ul>
Studying texts in greater depth than at other levels	This allows candidates to gain an aesthetic and critical appreciation of an author's work, by applying the skills of literary appreciation.

Key learning and teaching activities for Higher Latin include:

- ◆ learning vocabulary
- ◆ using wordlists and a dictionary
- ◆ learning grammar rules
- ◆ practising translation
- ◆ preparing translation of literature
- ◆ development of personal engagement with and analysis of literature
- ◆ making connections between the Roman world and contemporary life issues

Approaches to language learning in the course may include:

### **Literary appreciation**

- ◆ group work, for example discussing literary texts, as a class or in pairs or groups
- ◆ paired activities, for example comparing literary texts from other cultures
- ◆ individual work, for example individual or group research and presentations
- ◆ creative activities including art or craft work
- ◆ creation of a wiki or blog
- ◆ using ICT more generally, for example online exercises, games and workbooks
- ◆ discussing teacher-led topics
- ◆ visits to sites, museums and institutions
- ◆ presentations by guest speakers and/or demonstrators
- ◆ accessing radio, television, film and online programmes

### **Translating**

- ◆ group workshop translations and/or paired translations
- ◆ sorting exercises to establish and reinforce case, number, gender relations, presented in the form of puzzles
- ◆ using online exercises and games such as internet workbooks
- ◆ grammar reinforcement exercises and activities perhaps devised by candidates as a competition, grammar posters or collages
- ◆ games, puzzles, investigation exercises in etymology
- ◆ peer marking
- ◆ self-assessment
- ◆ rewriting a passage in the passive voice
- ◆ traditional, individual translation exercises
- ◆ discussing teacher-led topics

Teachers and lecturers could link many of the above activities into multi-disciplinary projects, which perhaps focus on a particular topic or theme in Roman culture.

Teachers and lecturers can use the texts selected for translation as a way of developing skills, knowledge and understanding of literary appreciation. This includes learning about the use and effect of literary techniques, as they occur naturally in the texts, for example:

- ◆ alliteration
- ◆ simile
- ◆ word choice
- ◆ repetition
- ◆ rhetorical question
- ◆ metaphor
- ◆ onomatopoeia
- ◆ assonance
- ◆ exclamation
- ◆ direct speech
- ◆ vivid present
- ◆ climax
- ◆ anti-climax
- ◆ personification
- ◆ sarcasm
- ◆ irony
- ◆ exaggeration
- ◆ imaginary dialogue

### **Monitoring of progress and formative assessment**

The learning and teaching activities previously listed provide opportunities to monitor candidates' progress and enable them to demonstrate their achievements.

Teachers and lecturers should explore opportunities in the day-to-day delivery of the course to observe candidates producing evidence of their developing skills, knowledge and understanding in preparation for course assessment. This formative assessment helps to identify the need for remediation and support for individual candidates and ascertain whether they are ready to undertake course assessment.

For literary appreciation, the following table shows some examples of naturally occurring opportunities to monitor progress and/or support needs.

Candidates are to demonstrate understanding, analysis and evaluation of a detailed and complex text in Latin or translated into English.

<b>Candidates must show they can</b>	<b>Naturally occurring opportunities. Candidates can</b>
<ul style="list-style-type: none"> <li>◆ identify and explain main ideas and themes</li> </ul>	<ul style="list-style-type: none"> <li>◆ compare and criticise two translations of the same piece of Latin</li> <li>◆ summarise in one sentence main ideas and/or themes of the chosen passage</li> <li>◆ create mind maps reflecting main ideas and themes</li> </ul>
<ul style="list-style-type: none"> <li>◆ identify and explain how literary techniques are used to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ identify literary techniques in the unseen section</li> <li>◆ write a speech in English using, for example Cicero's techniques</li> <li>◆ analyse a modern speech — compare style and features with Cicero, for example a speech by a modern leader of state</li> <li>◆ produce a mind map reflecting how the techniques are used by different authors</li> </ul>
<ul style="list-style-type: none"> <li>◆ communicate an appropriate critical response</li> </ul>	<ul style="list-style-type: none"> <li>◆ produce a newspaper report on, for example the destruction of Pompeii</li> <li>◆ produce a flow chart or mind map reflecting events leading up to the destruction of Pompeii</li> <li>◆ identify flaws in an argument (allowing use of critical thinking)</li> <li>◆ produce a reflective 'letter home' or diary</li> <li>◆ write a speech, for example for Hortensius to defend Verres</li> </ul>
<ul style="list-style-type: none"> <li>◆ identify and explain aspects of Roman culture</li> </ul>	<ul style="list-style-type: none"> <li>◆ produce, for example a guidebook or advertising brochure from Pompeii or North Africa (Pliny)</li> <li>◆ respond to questions on a range of aspects of Roman culture, for example:               <ul style="list-style-type: none"> <li>— treatment of slaves</li> <li>— corruption of government officials</li> <li>— provincial government</li> </ul> </li> </ul>

For translating, the following table shows some examples of naturally occurring opportunities to monitor progress and/or support needs.

Candidates translate a detailed and complex unseen Latin prose text into English.

<b>Candidates must show they can</b>	<b>Naturally occurring opportunities. Candidates can</b>
<ul style="list-style-type: none"> <li>◆ apply knowledge and understanding of vocabulary, accidence and syntax</li> <li>◆ convey meaning using appropriate language, style and structure</li> </ul>	<ul style="list-style-type: none"> <li>◆ provide oral or written responses in the form of:               <ul style="list-style-type: none"> <li>— written or oral answers to questions</li> <li>— written or oral comparison which picks out key language and ideas</li> <li>— written or oral summaries of key ideas</li> <li>— comprehension exercises</li> <li>— tests on syntax</li> <li>— choosing the right word according to context</li> <li>— précis — one paragraph into one sentence</li> <li>— unseen translation passages</li> </ul> </li> </ul>

Teachers and lecturers can record oral responses in a variety of ways, for example:

- ◆ filming
- ◆ transcribing
- ◆ recording using an audio file
- ◆ an observation checklist

Teachers and lecturers can use candidates' responses to judge whether they are making satisfactory progress in preparation for the course assessment of translating and literary appreciation skills, knowledge and understanding.

### **Integration of skills**

During literary appreciation activities, candidates also use translation skills, and in translating activities, candidates benefit from understanding of context or authors' style. Learning activities for each skill set are complementary.

Teachers and lecturers can follow translation exercises with questions on the ideas, themes and authors' techniques contained within the texts studied for literary appreciation. This can result in discussion of, or questions on, personal responses to content. Teachers and lecturers can ask candidates to complete further research into identified cultural aspects and present their findings in written, spoken or digital form.

This integration of skills, knowledge and understanding contributes directly towards achieving the aims of the course. The course should provide a sustained and progressive learning experience, and offer candidates:

- ◆ reinforcement of teaching points where necessary, covering skills, knowledge and understanding required for translating and literary appreciation
- ◆ extra reading to improve translation skills but also to develop literary appreciation skills
- ◆ more time for structured development of contextual knowledge to help candidates to do unseen translating tasks

## Preparing for course assessment

At various points throughout the course, teachers or lecturers can use time at their discretion to provide consolidation and support for candidates preparing for course assessment, for example:

- ◆ after selected points of accidence and syntax have been taught for translating
- ◆ on completion of individual texts for literary appreciation
- ◆ on completion of activities combining both skills

For literary appreciation, teachers and lecturers can check progress and possible support needs, typically from tasks consisting of questions set on the prescribed texts candidates study. The questions should sample the skills, knowledge and understanding developed in the course allowing candidates to demonstrate their levels of understanding, analysis and evaluation of the texts, for example:

- ◆ questions eliciting knowledge of subject matter
- ◆ appreciation of style, tone, the author's attitude
- ◆ candidates' responses written or presented in another way, such as by audio-visual presentation or talk

For translating, teachers and lecturers can check progress and possible support needs, typically from tasks consisting of unseen Latin prose passages accompanied by a word-specific list of vocabulary. Candidates translate these passages into English in written, spoken or digital form.

Teachers and lecturers should encourage candidates to complete translation and literary appreciation tasks on a regular basis. Retention of, for example candidate notes, transcriptions, recordings, observation checklists of responses aids identification of areas for remediation and support and whether candidates are ready for course assessment.

Candidates should prepare to answer more analytical types of questions in literary appreciation at Higher. Questions requiring higher order thinking and analytical skills support the production of authentic responses from candidates. This is a key differentiating feature of Higher Latin.

### General marking principles and course reports

The general marking principles, which accompany the specimen question papers, and the course reports prepared by principal assessors on completion of the examination diet, contain valuable information. These are available on the Latin subject page. Teachers and lecturers should use these valuable sources to help prepare candidates for course assessment.

### **Question paper: Literary appreciation**

Some but not all of the questions in this question paper use a range of command words that give candidates an indication of the kind of response required. Teachers and lecturers should ensure candidates understand the meaning of the command words used.

The marking instructions for the Literary appreciation specimen question paper explain in detail the command words most frequently used.

Teachers and lecturers can help prepare candidates for this question paper by:

- ◆ encouraging them to develop their answers in order to gain further marks
- ◆ making sure they are aware that culture questions can ask for judgement and/or analysis, as well as knowledge
- ◆ ensuring they know to expect questions asking them to base their culture answers on the text alone, or on the text and their wider knowledge, as both question formats may be used
- ◆ ensuring they know the details within specific lines, as well as whole themes, and that they must not stray beyond the line references in each question when answering
- ◆ ensuring they know that when quoting Latin they also need to show knowledge of what the Latin means, either with a direct translation or a paraphrase of it

### **Question paper: Translating**

For this question paper, teachers and lecturers should make candidates aware that both good quality and comprehensiveness of translation gain marks.

Teachers and lecturers can help prepare candidates for this question paper by ensuring they:

- ◆ know they have to apply knowledge of the prescribed grammar and syntax, including tenses, irregular verbs and pronouns
- ◆ know to follow the punctuation of the passage carefully, as it helps to provide useful sense blocks
- ◆ take time to check that no superfluous words have been added, nor have any Latin words been omitted
- ◆ know the importance of translations being put into fluent English
- ◆ know there is clear evidence that, if time allows, redrafting responses is a worthwhile task
- ◆ consult the wordlist for any proper names which appear in the passage, as it will identify what type of name it is, for example the name of a man, name of a city



## **E-learning**

E-learning can play an important role in the design and delivery of National Courses by supporting integration and candidate personalisation and choice. Where resources permit, centres may wish to use technology to support learning, teaching and formative assessment.

There is a range of opportunities for e-learning in this course using, for example mobile phones, tablet devices, virtual learning environments (VLEs) and video conferencing for activities such as:

- ◆ accessing suitable, often free, content and/or course materials on the internet (many clips are useful for language learning or bringing ancient texts to life)
- ◆ accessing language-based websites to support candidates to show understanding of key vocabulary and literary techniques, including online quizzes and/or tests
- ◆ making use of specific software packages for interactive language tasks, for example to support candidate understanding of Latin verbs
- ◆ web-based research
- ◆ compiling and maintaining electronic recording of formative assessment activities
- ◆ word processing of written responses to questions

These may also provide opportunities for e-assessment and generation of evidence for a number of purposes. This includes school performance reporting, production of exam estimates for candidates and feedback at parents' evenings.

## **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.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Approaches to learning and teaching
<p><b>1 Literacy</b> 1.1 Reading</p> <p>Literacy is the ability to communicate by reading, writing, and listening and talking.</p>	<p>Reading Latin texts in the original and in translation, for both literary appreciation and translating. This allows candidates to develop their reading skills in English and develop knowledge and understanding of language in general.</p>
<p><b>4 Employability, enterprise and citizenship</b> 4.6 Citizenship</p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>Using appropriate themes and topics that allow candidates to compare and contrast, for example life, work, business and society in Roman times with these in modern times.</p>
<p><b>5 Thinking skills</b> 5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p> <p>5.4 Analysing and evaluating</p> <p>This covers the ability to identify and weigh up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>While developing the literary appreciation and translating skills, and during the course assessment, candidates apply knowledge of language to translate Latin texts and to analyse and evaluate texts in Latin and translated into English.</p> <p>Wherever possible, teachers and lecturers can give candidates the opportunity to apply the skills, knowledge and understanding they have developed to new texts. Candidates can use what they know already, for example when they apply their knowledge of literary techniques to analyse and evaluate texts by different authors.</p> <p>Candidates develop the ability to plan, organise and complete tasks and activities as they develop more independent learning skills.</p>

# Administrative information

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## History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	July 2018

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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