

**LATIN**  
**Intermediate 2**

**CLASSICAL GREEK**  
**Intermediate 2**

**Sixth edition – published October 2006**

**NOTE OF CHANGES TO ARRANGEMENTS  
SIXTH EDITION PUBLISHED OCTOBER 2006**

**COURSE TITLE:** Latin (Intermediate 2)

**COURSE NUMBER:** C014 11

**COURSE TITLE:** Classical Greek (Intermediate 2)

**COURSE NUMBER:** C015 11

**National Course Specification**

Course Details: No changes

**National Unit Specification:**

D088 11: Reduction in evidence requirements

## National Course Specification

### LATIN (INTERMEDIATE 2) CLASSICAL GREEK (INTERMEDIATE 2)

**COURSE NUMBER**                    C014 11 Latin (Int 2)  
   C015 11 Classical Greek (Int 2)

#### LATIN: COURSE STRUCTURE

This course has two mandatory units as follows:

<i>D083 11</i>	<i>Latin: Translation (Int 2)</i>	<i>2 credits (80 hours)</i>
<i>D084 11</i>	<i>Latin: Interpretation (Int 2)</i>	<i>1 credit (40 hours)</i>

#### CLASSICAL GREEK: COURSE STRUCTURE

This course has two mandatory units as follows:

<i>D088 11</i>	<i>Classical Greek: Translation (Int 2)</i>	<i>2 credits (80 hours)</i>
<i>D089 11</i>	<i>Classical Greek: Interpretation (Int 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, each course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

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#### Administrative Information

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## **National Course Specification: general information (cont)**

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

#### **For Latin:**

- Standard Grade Latin grade 3 or 4
- Unit or course awards at Intermediate 1 in Latin
- Any other relevant qualification

#### **For Classical Greek:**

- Standard Grade Classical Greek grade 3 or 4
- Unit or course awards at Intermediate 1 in Classical Greek
- Any other relevant qualification

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this course.

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

## National Course Specification: course details

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### RATIONALE

Each course offers broad-based learning experiences combining linguistic, cultural and heritage awareness.

A knowledge of Latin or Classical Greek, both of which are highly inflected languages, accelerates the learning of other languages, particularly the Romance languages and modern Greek, by providing a structural framework for language acquisition in general.

Knowledge of the words used in the languages enhances the knowledge of English vocabulary and awareness of the structure of English, while also contributing to the understanding of scientific and technological vocabulary.

The art of translation develops linguistic problem-solving by promoting precision and clarity of thought and expression, along with such valuable skills as close reading, recall, review and evaluation, analysis, synthesis, and the ability to predict and make inferences. Development of these skills will help to prepare candidates for the world of work.

The study of the literature affords candidates the opportunity to read some of the world's greatest literature in the original, while its interpretation will foster a critical attitude to reading. This develops the core skill of written communication.

Through the reading of texts, whether for interpretation or translation, a more detailed acquaintance with the society within which they were produced will be gained. Such study provides candidates with opportunities to further their personal and social development through positive attitudes towards other peoples and societies.

Moreover, in a society that owes its democratic ideals to the Greeks and its orientation towards Europe and the wider community to the Romans, a study of those peoples is especially valuable for understanding rights and responsibilities and community and global relationships. Given, too, the importance of the Mediterranean area for tourism, and the popular interest in history and archaeology seen in the media, candidates may also use their interest in the language in lifelong education and leisure.

The aims therefore of Intermediate 2 Latin course are:

- 1 to develop the candidate's competence in Latin language;
- 2 to increase understanding and appreciation of Latin literature;
- 3 to help candidates understand and gain an insight into the Roman world.

The aims of Intermediate 2 Classical Greek course are:

- 1 to develop the candidate's competence in Classical Greek language;
- 2 to increase understanding and appreciation of Classical Greek literature;
- 3 to help candidates understand and gain an insight into the Greek world.

It should be noted that the third aim is taught in an integrated way and is not formally assessed. It permeates the entire course.

## National Course Specification: course details (cont)

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### COURSE CONTENT

#### Summary

For those who begin Latin or Classical Greek at this level, the units will largely be sequential, with the language work underpinning translation likely to be done before any interpretation may be attempted. Those who are continuing their studies at this level will also need much of the revision implicit in these courses. They can, however, be doing more reading while the beginners cover the earliest stages. Aim 3, to help candidates understand and gain an insight into the ancient world, permeates all units and is not assessed.

#### Translation

Study of accidence, syntax and case usage, and practice in translation of unprepared prose passages.

#### Interpretation

Study of verse and prose texts, all of which will be prescribed, to be read partly in the original language and partly in English. Prescriptions for the first year of the examination, and until further notice, will be as follows:

#### Latin

Cicero, *In Verrem* IV, 84 (line 5) - 87 (line 11) and 94-95 (in Latin); 109 (line 4) - 112 (line 5) (in English).

Virgil, *Aeneid* VI, lines 268-336 and 440-476 (in Latin); *Aeneid* IV, lines 304-387, 595-629, 650-666, 693-705 (in English).

#### Classical Greek

Thucydides, Book II, 3-5 (in Greek); 1-2, 47-52 (in English).

Homer, *Odyssey* IX\*, lines 307-400 (in Greek); lines 401-505 (in English).

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

\* A vocabulary for this text is available from SQA on request.

## National Course Specification: course details (cont)

<b>COURSE</b>	Latin (Intermediate 2) Classical Greek (Intermediate 2)
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### The skills of Translation

The candidate should be able to:

- recognise vocabulary and recall or discover its meaning
- recognise the category of words (eg nouns, verbs)
- recognise the inflection of words
- apply knowledge of accidence
- apply knowledge of syntax
- analyse relationships within a clause and between clauses
- express overall meaning in context

### Accidence and syntax

The following accidence and syntax have to be known for Translation at Intermediate 2:

#### *Latin accidence:*

- 1 nouns: declensions 1-5 (all common case usages including the locative);
- 2 adjectives: regular adjectives (positive, comparative and superlative); the following irregular adjectives (positive, comparative and superlative): *bonus, malus, parvus, magnus, multus, multi*;
- 3 adverbs: regular adverbs (positive, comparative and superlative); the following irregular adverbs (positive, comparative and superlative): *bene, male, paulum, magnopere, multum*;
- 4 pronouns: *ego, nos, tu, vos, se* (and possessive adjectives); *hic, ille, is, idem; qui, quis*;
- 5 numerals: cardinals 1-10 (also *centum* and *mille*); ordinals 1-10;
- 6 verbs: regular: indicative - all tenses active except future perfect; subjunctive - present, imperfect, and pluperfect only. (NB: in the above moods, candidates may expect to meet deponent verbs and the passive voice of active verbs only in the third person, singular and plural);
- 7 imperative: active only;
- 8 infinitive: active - present, perfect, future; deponent - present, perfect, future; passive - present, perfect only;
- 9 participles: present and perfect, including deponent, and future;
- 10 irregular verbs: *sum, possum, fero, eo, volo, nolo, malo*.

#### *Latin syntax:*

- 11 indirect statement;
- 12 direct and indirect command;
- 13 direct and indirect question;
- 14 purpose clauses, introduced by *ut* and *ne* with the subjunctive;
- 15 result clauses: *ut* with the subjunctive;
- 16 causal clauses introduced by *quod, quia* with the indicative, *cum* with the subjunctive;
- 17 concessive clauses introduced by *quamquam* with the indicative;
- 18 temporal clauses introduced by *ubi, cum, ut, postquam, antequam* with the indicative; *cum* with the subjunctive; *dum* with the indicative; *simulatque*;
- 19 conditional clauses with the indicative only;
- 20 relative pronouns with the indicative only;
- 21 use of participles, including ablative absolute.

## National Course Specification: course details (cont)

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### *Classical Greek accidence:*

- 1 definite article: ὁ;
- 2 regular nouns: candidates are expected to be familiar with the common forms which occur in the 1st, 2nd and 3rd declensions: the Standard Grade word-list provides examples of such forms;
- 3 irregular nouns: γυνή, δορυ, Ζεὺς, κῶν, μαρτυς, πυρ, ὕδωρ, χεῖρ;
- 4 adjectives: of the following types: καλός, αἰσχρός, ἀδίκος, ἀργυροῦς, ἥδυσ, σωφρων, ἀληθής;
- 5 irregular adjectives: μέγας, πολὺς, πας;
- 6 comparison of adjectives in -τερός and -τατός, and of αἰσχρός, ἐχθρός, ἥδυσ, κακός, καλός, ἀγαθός, μέγας, ὀλίγος, πολὺς, ῥαδίος, ταχύς;
- 7 adverbs: regular (positive, comparative, superlative) and irregular (positive, comparative, superlative): εὖ, μάλα;
- 8 pronouns: ἐγώ, ἡμεῖς, σύ, ὑμεῖς (and possessive adjectives): αὐτόν ('him'), αὐτός ('-self'), ὁ αὐτός ('the same'); ἐμαυτόν, σεαυτόν, ἑαυτόν; ὅδε, οὗτος, ἐκεῖνος, τοιοῦτος, τοσοῦτος; ὅς, τις (both 'a certain' and 'who?'), ὅστις; ἀλλήλους;
- 9 numerals: cardinals 1-10 (also ἑκατόν, χίλιοι, μυριοί); ordinals 1-10; ἀπαξ, δῖς, τρίς;
- 10 candidates are expected to be familiar with the following types of conjugation: regular verbs in -ω, -αω, -εω, -οω; verbs in -μι (διδωμι, τιθημι and φημι only); irregular verbs (εἶμί [sum], εἶμι [ibo], and οἶδα only); they should be able to recognise the tense formations of all verbs which appear in the Standard Grade word-list;
- 11 candidates are expected to be familiar with the following moods, voices and tenses of the verbs and verb types given below:

tense	mood or part	active	middle	passive
<i>present</i>	indicative	✓	✓	✓
	imperative	✓	✓	-
	infinitive	✓	✓	✓
	participle	✓	✓	✓
<i>future</i>	indicative	✓	✓	✓
	infinitive	✓	✓	✓
	participle	✓	✓	✓
<i>imperfect</i>	indicative	✓	✓	✓
<i>aorist</i>	indicative	✓	✓	✓
	imperative	✓	✓	-
	infinitive	✓	✓	✓
	participle	✓	✓	✓

### *Classical Greek syntax:*

- 12 use of participles, including the article and the participle, the genitive absolute, ὥς with the future participle (purpose), καιπερ with the participle (concession), the completion of the verbs λανθανω and τυγχανω;
- 13 direct command (2nd person only);
- 14 direct question;
- 15 indirect command;
- 16 indirect question (introduced by the direct interrogative followed by the indicative);

## National Course Specification: course details (cont)

### COURSE Latin (Intermediate 2) Classical Greek (Intermediate 2)

- 17 indirect statement, including the nominative and infinitive, the accusative and infinitive, verbs of perception with the participle, ὅτι with the indicative;
- 18 temporal clauses (ἐπειδὴ, ὅτε, and ἐν ᾧ with the indicative; πρὶν with the infinitive);
- 19 relative clauses;
- 20 causal clauses (ἐπεὶ and διότι with the indicative);
- 21 conditional clauses (indicative only and excluding those with ἄν in the apodosis);
- 22 result clauses (ὥστε with the infinitive);
- 23 expressions of purpose (ὥς with the future participle);
- 24 expressions of concession (καίπερ with the participle).

#### The skills of Interpretation

The candidate should be able to:

- extract information from a text
- explain content
- identify the main idea(s) or theme(s) of a text
- draw inferences about intended effect from choice of words
- explain the author's technique
- make a statement of personal response
- justify statement of personal response

#### Integration of skills

Candidates may take one or more of the component units on a free-standing basis. In studying an Interpretation unit, the candidate also uses translation skills; in undertaking a Translation unit, the candidate benefits from understanding of context or author's style - the very skills that Interpretation imparts.

Where candidates are studying a course as a whole, this integration of skills is much more significant. As candidates may be studying these units concurrently, each course should provide a sustained and progressive learning experience, offering to candidates:

- reinforcement of teaching points where necessary, some of which cover areas from different units and so aid integration
- extra reading to improve translation skills but also to develop interpretative skills
- time for more structured development of contextual knowledge, to assist candidates in tackling unseen translation
- individual remediation time in addition to that within the 40-hour units

#### ASSESSMENT

To gain the award of the course, the candidate must pass all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

## National Course Specification: course details (cont)

<b>COURSE</b>	Latin (Intermediate 2) Classical Greek (Intermediate 2)
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When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

### DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment for Intermediate 2 Latin and Classical Greek will take the form of examination question papers.

External assessment will be based on two papers, each of one hour's duration: Interpretation and Translation. Candidates will be required to attempt both papers. 30 marks will be allocated to each paper.

#### *Interpretation*

The skills of Interpretation to be assessed will be those set out in the section on Course Content. Interpretation will be assessed by questions on prescribed literature (prose and verse) requiring short answers (very brief: a few words) and restricted response (a few lines to a paragraph). There may be choices within the questions.

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

#### *Translation*

**Latin** – this paper will consist of a passage of unseen prose, normally narrative, of approximately 120 words. Only one passage will be set. It may be taken from any appropriate prose author, including medieval. The passage will normally be subdivided, with introduction and linking material in English.

**Classical Greek** – this paper will consist of a passage of unseen prose, normally narrative, of approximately 140-160 words. The passage will normally be subdivided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists (see section on Course Content). A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

The marking scheme will be based on the system of essential ideas: further details will be provided in exemplar assessments.

## National Course Specification: course details (cont)

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### GRADE DESCRIPTIONS

#### *Translation*

##### GRADE C

Without prior knowledge of the passage set, which is adapted to render it appropriate for Intermediate 2 level, the candidate produces a reasonably accurate translation of much of the passage with only some omissions and/or errors of detail.

##### GRADE A

Without prior knowledge of the passage set, which is adapted to render it appropriate for Intermediate 2 level, the candidate produces a reasonably accurate translation of the passage, with only some omissions and/or errors of detail.

#### *Interpretation*

##### GRADE C

The candidate expresses the main concerns of the text, bringing forward some evidence and/or, where relevant, relating main themes to sub-themes or other parts of the prescription.

##### GRADE A

The candidate expresses the main concerns of the text, bringing forward fuller evidence and/or, where relevant, relating main themes to sub-themes or other parts of the prescription.

The candidate gives a description of an author's technique.

The candidate gives a description and explanation of an author's technique.

The candidate gives a clear personal response to the text or sections of the text, with justification.

The candidate gives a detailed personal response to the text or sections of the text; the candidate justifies agreement or disagreement with the author's stance.

### APPROACHES TO LEARNING AND TEACHING

The study of Latin or Classical Greek is to be seen as a tripartite activity for teacher/lecturer and learner alike, since a knowledge of language is needed before literature is appreciated as the author first presented it, while the appreciation of literature greatly assists the understanding of the language with greater sensitivity. Integrated into the study of both language and literary appreciation is the background knowledge of the history and culture of the author's era.

## **National Course Specification: course details (cont)**

**COURSE** Latin (Intermediate 2)  
Classical Greek (Intermediate 2)

### **Translation**

While beginners are learning to recognise parts of speech and noun and verb endings, the others will be revising their knowledge from Standard Grade. It is envisaged that careful selection by staff of passages suitably constructed and adapted in respect of vocabulary, construction and content will allow candidates to progress. The beginners will probably be working through one of the regular course-books, though sensible abridgement must be made here to meet time and maturity. Flexible learning approaches will be of great use here. If appropriate, oral work may complement written practice and pupils may often benefit from working in groups or pairs. Sometimes there will be an advantage in redoing first versions into improved English renderings.

### **Interpretation**

To gain an aesthetic and critical appreciation of an author's work, candidates will study the text in much greater depth, for here it is the skills of interpretation that are being applied. The units in Interpretation, while contributing to improvement in language skills, will be studied primarily from a literary standpoint. The literature studied includes the work of authors such as Virgil and Homer.

### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

**UNIT** Latin: Translation (Intermediate 2)

**NUMBER** D083 11

**COURSE** Latin (Intermediate 2)

**UNIT** Classical Greek: Translation (Intermediate 2)

**NUMBER** D088 11

**COURSE** Classical Greek (Intermediate 2)

### SUMMARY

Each unit seeks to develop competence in the translation of Latin or Classical Greek language and helps candidates to understand and use language, and to gain insight into the Roman or Greek world.

### OUTCOME

Translate into English a simple adapted passage of Latin or Classical Greek prose.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Translation (Intermediate 2)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

#### **For Latin:**

- Standard Grade Latin grade 3 or 4
- unit or course awards at Intermediate 1 in Latin
- any other relevant qualification

#### **For Classical Greek:**

- Standard Grade Classical Greek grade 3 or 4
- unit or course awards at Intermediate 1 in Classical Greek
- any other relevant qualification

### **CREDIT VALUE**

#### **Latin**

2 credits at Intermediate 2.

#### **Classical Greek**

2 credits at Intermediate 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

## **National Unit Specification: statement of standards**

### **UNIT Translation (Intermediate 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Translate into English a simple adapted passage of Latin or Classical Greek prose.

#### **Performance criteria**

- (a) The translation conveys the author's meaning with reasonable accuracy.
- (b) The translation shows sufficient mastery of grammar to enable reasonably accurate rendering in English.

#### **Evidence requirements**

One successful translation is required. The passage to be translated will be unseen and from a prose author.

**Latin** - the passage will consist of approximately 120 words.

**Classical Greek** - the passage will consist of approximately 140-160 words.

The passage will be adapted so that sentences are relatively brief and typically contain only one subordinate clause. The passage will have an English introduction and English linking material as appropriate.

The only resource material provided to candidates for reference will be a full alphabetical word-list, specific to the passage. The translation must be done under invigilated test conditions. Where reassessment is required, a different passage should be used.

## **National Unit Specification: support notes**

### **UNIT Translation (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The passage should be of unseen prose, normally narrative. It may be taken from any appropriate prose author, including medieval.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The cut-off score for passing the assessment should be 50%.

A national bank of unit assessment instruments has been developed. These national assessment instruments serve two functions: providing evidence of attainment of unit outcomes; and providing evidence for course estimates and appeals. Therefore the marking system will be the same for both unit and course assessment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

**UNIT** Latin: Interpretation (Intermediate 2)

**NUMBER** D084 11

**COURSE** Latin (Intermediate 2)

**UNIT** Classical Greek: Interpretation (Intermediate 2)

**NUMBER** D089 11

**COURSE** Classical Greek (Intermediate 2)

### SUMMARY

Each unit seeks to develop appreciation of Latin or Greek literature and helps candidates to understand and gain an insight into the Roman or Greek world.

### OUTCOMES

- 1 Explain the content of prescribed texts of Latin or Classical Greek verse and prose.
- 2 Describe the author's technique within prescribed texts of Latin or Classical Greek verse and prose.
- 3 Make a personal response to prescribed texts of Latin or Classical Greek verse and prose, with justification.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Interpretation (Intermediate 2)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

#### **For Latin:**

- Standard Grade Latin grade 3 or 4
- Unit or course awards at Intermediate 1 in Latin
- Any other relevant qualification

#### **For Classical Greek:**

- Standard Grade Classical Greek grade 3 or 4
- Unit or course awards at Intermediate 1 in Classical Greek
- Any other relevant qualification

### **CREDIT VALUE**

#### **Latin**

1 credit at Intermediate 2.

#### **Classical Greek**

1 credit at Intermediate 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

## **National Unit Specification: statement of standards**

### **UNIT Interpretation (Intermediate 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the content of prescribed texts of Latin or Classical Greek verse and prose.

##### **Performance criteria**

- (a) The explanation shows accurate knowledge of some of the basic information contained in the texts, bringing forward some evidence.
- (b) The explanation conveys clear understanding of some of the basic ideas or allusions contained in the texts, bringing forward some evidence.
- (c) The explanation conveys accurate identification of the main theme or themes of the texts, bringing forward some evidence.

#### **OUTCOME 2**

Describe the author's technique within prescribed texts of Latin or Classical Greek verse and prose.

##### **Performance criteria**

- (a) Description is given of some of the ways in which the author chooses and arranges words to convey meaning.
- (b) The description demonstrates some knowledge of the author's techniques and their effects.

#### **OUTCOME 3**

Make a personal response to prescribed texts of Latin or Classical Greek verse and prose, with justification.

##### **Performance criterion**

The response is clear, with justification.

## **National Unit Specification: statement of standards (cont)**

### **UNIT** Interpretation (Intermediate 2)

#### **Evidence requirements**

Candidates must pass one assessment. Interpretation will be assessed by questions on prescribed literature (prose and verse) requiring short answers and restricted response. There may be choice within the questions. The assessment should cover both the sections prescribed for study in the original language and the sections prescribed for study in English. Questions will be phrased so as to guide answers in respect of authors' techniques. The unit assessment should sample all the authors prescribed. The assessment must be done under invigilated test conditions. The prescribed text will be available. Where reassessment is required, different questions should be used.

## **National Unit Specification: support notes**

### **UNIT Interpretation (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The text for interpretation will be as prescribed in the Course Arrangements.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The cut-off score for passing the assessment should be 50%.

A national bank of unit assessment instruments will be developed. These national assessment instruments will serve two functions: providing evidence of attainment of unit outcomes; and providing evidence for course estimates and appeals. Therefore the marking system will be the same for both unit and course assessment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).