

Scottish Qualifications Authority

Standard Grade Arrangements in Latin

Foundation, General and Credit Levels

October 2008

STANDARD GRADE ARRANGEMENTS IN LATIN

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These Arrangements have been updated to reflect current requirements.

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Introduction

The first syllabus and assessment arrangements for Latin on the Standard Grade of the Scottish Certificate of Education were issued in August 1985, following consultation of interested bodies on proposals produced by a Joint Working Party of nominees of the Board and the Consultative Committee on the Curriculum.

In response to a substantial number of representations from teachers/lecturers that the Standard Grade assessment arrangements were unduly onerous, the Scottish Education Department published a report by the Standard Grade Review of Assessment Group (SGROAG): “Assessment in Standard Grade Courses: Proposals for Simplification”. A Short Life Working Group (SLWG) was established in each Standard Grade subject to revise the assessment arrangements in line with the SGROAG recommendations. The Report of the SLWG on Latin was issued for comment in April 1987. Views were submitted by interested bodies.

In preparing the revised Arrangements, the Classics Panel, with the assistance of the SLWG, took account of observations received and amended the proposals as appropriate.

The current Arrangements for Standard Grade Latin at Foundation, General and Credit Levels are detailed below.

Rationale

The Arrangements for Standard Grade Latin are based on the belief that the principal purpose in teaching Latin is to bring pupils to the stage of being able to read and translate Latin with some measure of competence, being able to apply skills of appreciation and criticism to the Latin they read, and being able to gain insights into the historical, social and cultural context within which the literature studied was produced. These considerations have led to the identification of three areas in the teaching of Latin, relating to translation, interpretation and investigation. These areas are not new to the teaching and learning of Latin; however, in this document the suggested approaches and assessment procedures attempt to move the learning process away from factual recall of content towards the application of skills and the exploration of concepts. The intention is that these skills will be retained by pupils and used again either in further study of Latin or Classical Greek, or in other areas of the curriculum.

For assessment purposes, there will be external papers for unseen translation and for interpretation of prescribed text, and external assessment of work done outwith the examination room for the investigation of Roman history and civilisation. Grade Related Criteria are supplied in order to define levels of performance required to obtain specific awards.

The Arrangements are intended to provide all pupils who study Latin with challenges that are attainable and with opportunities to reach their highest levels of performance. In the formulation of the Arrangements it has been accepted that Latin will be taught in classes where a range of ability will be found, covering different levels of performance. The position of the subject at this stage in the secondary curriculum is such that the provision of separate courses at different levels has been limited to a distinction in requirements between Foundation and the other Levels. The required differentiation will be observed in the examination papers set, which will reflect the requirements and the performance criteria for different Levels.

Section 1

The Aims and Structure of Standard Grade Latin

1 The Aims and Structure of Standard Grade Latin

1 1 This section

- discusses the definition of Latin as a subject for study in schools
- considers the particular contributions which a study of Latin can make to the general education of pupils.

1 2 Definition of Latin

1 2 1 The principal areas of study in any Latin course are:

- Latin language
- Latin literature
- Roman history and civilisation.

A course which omits any of these areas would be unsatisfactory. Each, however, is of such vast intellectual proportions that some detailed delimitation is necessary in order to indicate what is practicable at any stage of the school curriculum. Moreover, the constituent parts overlap and interact to a considerable extent. This has implications for the system of assessment.

1 2 2 Latin Language

- a)* Each generation must interpret the relative importance of the three areas of study in the light of the currently predominant educational philosophies. One interpretation, common until the middle of the last century, was that the highest accolade was reserved for those who displayed dexterity in turning English passages into Latin, and to that end great emphasis was placed on mastering every last intricacy of Latin grammar. Literature was read almost exclusively for the linguistic points which could be wrung from it. History and civilisation, lest they distract from the main grammatical purpose, were simply ignored whenever possible. Such attitudes were condemned as long ago as 1947 (“Secondary Education” (SED, 1947), pp 79 ff), and yet it was not until 1971 that translation into Latin ceased to be a compulsory part of certificate examinations in Scotland.
- b)* Study of the Latin language is, naturally, of paramount importance; the subject cannot exist without it. But the language is not the end of the study: it is but the means to an end, namely the ability to read Latin literature in the original Latin. For pupils Latin can seem to be a difficult language. It is highly inflected; it favours a word order which is unfamiliar to them; and in syntax it commonly employs certain constructions which are equally unfamiliar. The normal patterns of word order are frequently broken, especially in poetry, to create a particular effect. Sentences can be much longer than is normal in modern literature. Because of these difficulties, careful consideration must be given to the amount of linguistic knowledge which can reasonably be expected at Standard Grade.

1 2 2 (continued)

- c) It is possible to learn a foreign language without formally practising the skill of translation. In the case of Latin, however, since speaking the language is of minimal importance, written translation is one of the best ways of ensuring that understanding has been achieved. For that purpose, if for no other, translation into English is an important activity in a Latin course.
- d) In studying a foreign language, it is natural to compare it with the mother tongue and with any other language which may be known. The close relationship between Latin and English, especially in vocabulary, makes comparison particularly apposite. It is expected that Latin pupils, guided by their teacher/lecturer, will carry out such comparisons, and that in the process they will become increasingly aware of the main ways in which language can function, apart from gaining particular insights into etymology.
- e) The study of any language – whether the native tongue or a foreign language – should be more than a linguistic discipline: since style and content of reading matter are inextricably linked, it is most desirable that pupils with the guidance of their teacher/lecturer should read beyond the surface meaning. For this purpose, skills of interpretation will require to be developed. In the case of Latin, the initial need to translate into English (see *c*) above) means that the development of skills of interpretation will be more modest than in the study of the mother tongue. Nevertheless, for the reasons stated, interpretation is an important activity in a Latin course.
- f) What is involved in the interpretation of Latin is outlined in 2 5 3. For the moment, it is pertinent to make the point that interpretation is a continuing and developing process: some interpretation is required when a passage is met for the first time; more penetrating interpretation becomes possible as a result of reflection and discussion. From this it can be seen that the linguistic skills being developed are more than simple decoding. They involve pupils in analysis and synthesis of ideas and concepts, in logical and sequential expression, in choice of vocabulary and in refinement and redrafting of what they have written. The interaction between translation and interpretation skills is continuous.

1 2 3 Latin Literature

- a) The emphasis has shifted away from detailed study of Latin grammar (for the purpose of translating from English into Latin) towards the reading of Latin. The Working Party on the Curricula in Latin and Greek commented in its report in 1967:

“The first aim of classics teaching should be to bring pupils as quickly as possible to the stage where they can begin to read and enjoy in the original languages what has been written in Latin and Greek, and thereafter to organise a reading programme wide enough and varied enough to maintain their interest, extend their mastery of the language, and broaden their aesthetic experience.”*

* “The Teaching of Classics in Schools” (SED; p 9)

The principles enunciated in the 1967 report underlie the approach to Latin which has been taken throughout the 1970s and into the 1980s. In 1967, however, little mention was made of **why** pupils should read Latin literature. The first purpose (ie to maintain interest) of the reading programme might be interpreted as having more to do with the teacher's/lecturer's peace of mind than the educational development of the pupil; the second (ie to extend mastery of language) shows the influence of previous generations' preoccupation with grammar; the third (ie to broaden aesthetic experience) is a step in the right direction, but a hesitant first step only. These criticisms are not intended to imply that the 1967 statement is invalid. That literature ought to be chosen to maintain the pupils' interest, should be taken for granted; taken for granted, too, should be the extended mastery of the Latin language through reading. What is now required is an exposition of the contribution which a study of Latin literature can make towards achieving the aims of secondary education.

- b) The Latin language is seen as a key to open the door of Latin literature (see 1 2 2 b)). Enthusiasm, of course, must be tempered with common sense. The linguistic difficulty and the sophistication which characterise much of Latin literature will place a great deal of it beyond the reach of Standard Grade pupils. Nevertheless, sufficient progress in the language can be made, and sufficient literature of a suitable linguistic level exists, for all Standard Grade pupils to have some first-hand experience of what the Romans themselves wrote: the key can be turned, and the door can be pushed ajar.
- c) Just as it has been judged insufficient to study Latin language without using it to read Latin literature, so too the reading of the literature should not be seen as an end in itself. Reference has already been made to the opportunities it offers for developing skills of interpretation; through such skills, it is hoped, will be fostered a critical approach towards reading which will be of lasting value. The content of the reading matter can also illuminate the civilisation and the attitudes of the Romans, which in turn can lead to a wider understanding of contemporary society. In addition, there are prizes of aesthetic enrichment and simple enjoyment to be won. For all these reasons, the principal aim of Latin teaching is to equip pupils with an ability to read Latin literature in the original, and it is considered that, in a Standard Grade course, pupils should actually read some Latin literature.

1 2 4 Roman History and Civilisation

- a) Despite the attitudes described in 1 2 2 a), the case for regarding Roman history and civilisation as an integral part of Latin studies has been made for a long time. The study of history and civilisation is not merely a branch of knowledge with its own intrinsic appeal, but is absolutely necessary if one is to read the literature of the Romans with understanding and appreciation. Nor is it enough for the teacher/lecturer merely to impart what incidental background knowledge is absolutely essential for the pupils' proper understanding of any given text; the business of the Classics teacher/lecturer must be not merely to introduce pupils to the Latin language and its literature, but to try to give them a systematic picture of one era of the ancient world which has played a large part in determining the shape and spirit of our own. A Latin course which does not give pupils some conception of how the Romans lived and what they achieved would tend to make the study of Latin somewhat arid and dull. Therefore the study of Roman history and civilisation must not be regarded as an optional, peripheral activity, but as a fundamental, constituent part of the teaching and learning of Latin.

1 2 4 (continued)

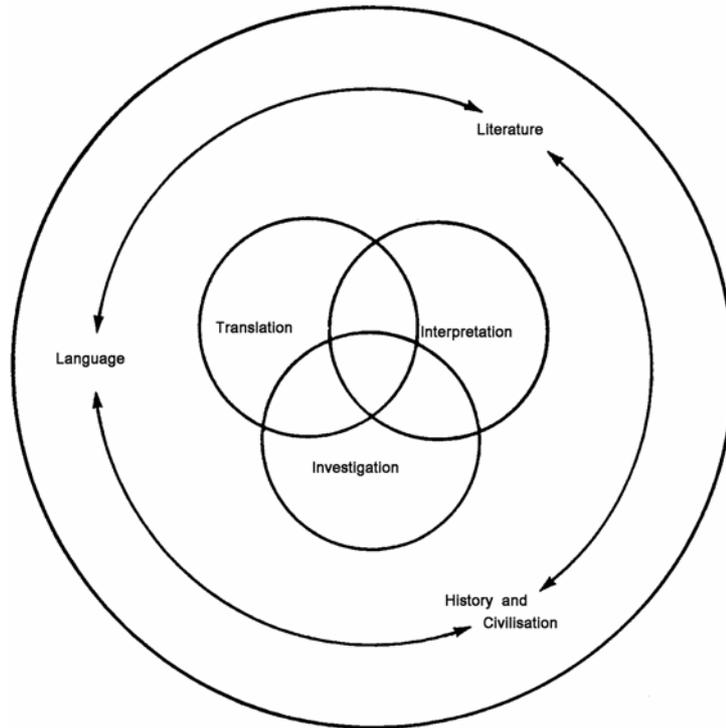
In this connection it is not inappropriate to recall that the Scottish universities traditionally called Latin “Humanity”. The claims made are well borne out by all the reports since 1947 which have dealt with the teaching of Latin in schools, eg “Secondary Education” (1947), p 83, “Classics in Secondary Schools” (1951), p 29, and “The Teaching of Classics in Schools” (1967), p 18.

- b) It has long been the practice of the Classics teacher/lecturer to supplement the learning of the Latin language with some study of “background” or history. All of the course books which are commonly used in Scottish schools contain sections devoted to civilisation. A general introduction to Roman civilisation, therefore, is already a familiar, and necessary, part of the pupils’ experience in Latin. This practice is endorsed, and it is expected that it will continue.
- c) It is inevitable that any appreciation of Roman civilisation which Standard Grade pupils may have gained will be neither complete nor particularly deep. The teacher’s/lecturer’s role in this part of a Latin course, therefore, should be less to impart information about the Romans and their world than to encourage independent investigation and to develop the pupils’ expertise in carrying it out.

1 2 5 The conclusion to which the foregoing arguments lead is that the aims of a Latin course should be:

- to develop pupils’ competence in Latin language which will enable them to read with understanding and translate Latin of an appropriate level of difficulty, and in the process to enable them to compare Latin with their own and other languages and to become aware of some of the ways in which language can function;
- by studying extracts from Latin authors, to increase pupils’ understanding and appreciation of Latin literature, and in the process to develop their skills of interpretation;
- to help pupils to understand and gain an insight into the Roman world, the cultural context within which Latin literature was produced, and at the same time to develop their skills of investigation.

Although the study of Latin is described as a tripartite activity, the three parts are very closely interconnected. For example, a knowledge of the language is necessary in order to be able to read literature as it was actually written, while the reading of literature in the original tongue of the author contributes considerably to a fuller understanding of the language. Similarly the reading of literature opens up areas of study from historical and cultural aspects of the subject, just as some knowledge of Roman history and culture facilitates an understanding of Latin literature. This can be illustrated in diagrammatic form as follows.



1 3 The Contribution of Latin to the General Education of Pupils

- 1 3 1 Many of the claims concerning the beneficial results of having studied Latin are made by those outside the subject. For instance, it has been said that those who have studied Latin are highly proficient in English. Claims of this kind are difficult either to prove or to disprove; certainly it is possible to achieve high standards of attainment in English without having studied Latin. The following paragraphs, therefore, should not be interpreted as asserting that all of the benefits listed will automatically follow from a study of Latin; the extent to which they do so will vary from pupil to pupil.
- 1 3 2 A knowledge of Latin and an ability to read it provide the means of direct contact with the Roman world, its people and its institutions. Some benefits (eg a sense of the past, the comparison of another society with one's own, an appreciation of roots of western civilisation, the development of a range of skills) can be gained through non-linguistic Classical Studies. What is added by a knowledge of the language – even at an elementary level – is the opportunity to gain a direct insight into the thought processes and precise concepts of the Romans.
- 1 3 3 The study of Latin affords the opportunity of seeing how thoughts and ideas are expressed in a different language and idiom from one's own, and produces a sensitivity to one's native tongue.
- 1 3 4 The study of Latin should contribute to the development of competence and facility in the use of the mother tongue, although the extent of this contribution is difficult to quantify. For instance, in the case of English, Latin is the largest single source of vocabulary and Latin phrases are still used in English.
- 1 3 5 The exacting nature of Latin and the complexity of its written structure should promote precision and clarity of thought and expression, as reading skills in the language are developed.
- 1 3 6 A knowledge of Latin should help those pupils who study a Romance language.
- 1 3 7 The study of Latin contributes to the development of sensitivity to language usage, narrative, arguments, imagery and style. This is as true of the reading matter in elementary course books as of the works of Roman authors. It leads to skills of interpretation and communication of meaning and purpose.
- 1 3 8 Translation from Latin is a test of global competence in basic knowledge and performance in several skills – such as ability to organise, analyse and synthesise, and select on the basis of evidence – all of which have wider educational values, particularly in investigation, analysis and exposition.
- 1 3 9 A knowledge of Latin provides the means of reading the literature of the Roman world. This literature can be read in translation with profit, but even the best translation cannot communicate the full sound, meaning, form or quality of the original. Much of this can be experienced even by pupils who do not continue the study of Latin beyond Standard Grade, with appropriate methods and preparation by teachers/lecturers.

Section 2

Assessment for Certification

2 Assessment for Certification

2.1 Assessable Elements

The three assessable elements will be: Translation, Interpretation and Investigation.

2.2 System of Assessment

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, weighted in the ratio 2:2:1 for Translation, Interpretation and Investigation respectively.

2.3 Form of Assessment

Assessment leading to a Certificate award will be wholly external, based on performance in written papers for Translation and Interpretation, and in a non-examination-room component consisting of a Report on an Individual Investigation.

2.4 Presentations

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or* Foundation and General Levels only,
- or* General and Credit Levels only.

This presentation does not imply any restriction on grades available for Investigation.

Candidates presented at two Levels are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve Grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve Grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that Grade 2 or Grade 1 will not be possible.

2 4 *(continued)*

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

2 5 **Assessment Requirements**

2 5 1 The syllabus will be based on the three elements of Translation, Interpretation and Investigation.

2 5 2 Translation

Candidates will be expected to be familiar with the prescribed lists of accidence and syntax given in Appendices I and II.

Candidates will be required to translate into English a passage or passages of unseen Latin prose.

Before candidates can translate, they have to acquire the following skills. They should be able:

- a) to recognise vocabulary and recall its meaning, or discover its meaning by discriminating use of a word-list;
- b) to recognise the category of words (eg nouns, verbs);
- c) to recognise the inflections of words;
- d) to apply knowledge of accidence;
- e) to apply knowledge of syntax;
- f) to analyse relationships within a clause and between clauses;
- g) to make an appropriate choice of English words;
- h) to deduce and express overall meaning in the light of context and experience.

It is recognised that global language competence is more than the sum of the constituent skills. Translation subsumes the skills listed above, but in the process of translating, these skills are not necessarily used in the order listed, and they may overlap. Many candidates, especially those more skilled in translating, may subconsciously bypass one or more of the operational phases. In addition, it is generally agreed among linguists that at some stage in the process of translating there occurs a conceptualisation of meaning which cannot be described with precision and certainty. Tests can be devised to assess each of the listed skills, but the sum of such tests does not indicate a global competence in language or translation. Tests of individual skills are useful in the learning process but are not appropriate to assessment for certification of Translation.

2 5 3 Interpretation

Details of the prescribed text are given in Appendix III.

For the study of the prescribed text during the course, any suitable editions may be used. It should be noted, however, that the text provided in the examination will be the one issued by SQA. Copies of this plain text are available free of charge from SQA, on request.

Candidates will be required to answer interpretation questions on the prescribed text.

The skills of interpretation are defined as follows. The candidate should be able:

- a) to extract information and explain content, ideas and themes;
- b) to analyse and explain the author's technique (eg use of words, imagery, figures of speech);
- c) to make a statement of personal response with justification and/or evaluation (eg commenting on attitudes and comparing passages with regard to points of similarity and difference).

2 5 4 Investigation

Each candidate will be expected to produce a Report resulting from an Individual Investigation of a topic of Roman history or civilisation. Candidates from the same centre may choose the same topic if they wish. A list of suggested topics is given in Appendix IV.

Although no restrictions are placed by SQA on the candidate's choice of topic, it should be borne in mind that some topics may not lend themselves to the demonstration of the skills defined below.

The Individual Investigation seeks to meet the aims of giving the candidate the opportunity to study in some depth one aspect of Roman life, culture, history or achievement, and developing the candidate's skills of enquiry and study in a subject chosen by the candidate.

The skills to be developed in the Individual Investigation are defined as follows. The candidate should be able:

- a) to show knowledge and understanding of a specific aspect of the Roman world, by identifying sources of information and by interpreting the evidence;
- b) to draw comparisons and reach conclusions;
- c) to communicate findings and present results (making, where appropriate, a personal response, for example in commenting on values and attitudes).

2 6 Assessment Arrangements

2 6 1 At each Level, there will be two examination papers as follows.

Interpretation (45 minutes)

Questions will be set on interpretation of the prescribed text. Answers should generally be in continuous prose, except where a single word or phrase is clearly sufficient. The prescribed text, Latin and English, will be issued to candidates for this paper. (See Appendix III for the prescribed text.)

Translation (45 minutes)

A passage of Latin (unseen prose, normally narrative) will be set for translation into English. It is intended that no sentence in any passage will be too complicated; and that in each passage there will be as reasonable a representation of syntactical structures as possible. The passage will have an explanatory introduction and, if appropriate, linking sections in English. For each of General and Credit Levels, the passage will total approximately 120 Latin words; for Foundation Level, the passage will total approximately 80 Latin words. Passages will conform to the prescribed lists of accident and syntax (see Appendices I and II), as appropriate to the Level concerned. An alphabetical word-list containing every word appearing in the passage will be issued to candidates for this paper. Other assistance may be given as appropriate.

2 6 2 There will also be an Individual Investigation.

This is a non-examination-room component, externally assessed. The candidate is required to submit a Report resulting from an Individual Investigation of a topic of Roman history or civilisation.

Each candidate must produce for submission to SQA, by 26 March of the year of the examination, a Report resulting from the Individual Investigation. The Report should be approximately 1,000 words in length, and may be accompanied by appropriate illustrative material. In the case of a Report which includes a large amount of illustrative material, the written section may be shorter, but should be at least 500 words. The Report should be written neatly and legibly or typewritten. Both margins should be left clear, only one side of the paper should be used and the pages should be numbered and firmly fastened together. All books consulted should be listed in a bibliography at the end. Submission should be on A4 paper, or folded to A4 size. In the case of three-dimensional works, photographs and not originals should be submitted.

Quotations, acknowledgements, source references, captions and bibliography should not be counted in the total number of words.

Material submitted to SQA for the Individual Investigation will not be returned automatically.

27 Grade 7 and No Overall Award

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria. Grade 7 in an element will not be available to external candidates.

SQA will regard submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination or failure to submit an Individual Investigation Report) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, grade(s) for the other element(s) will be recorded on the Certificate.

28 Marking

The following procedure will apply to marking by SQA.

Assessment of interpretation of the prescribed text will be positive, with reference to the Grade Related Criteria. Detailed instructions with examples of acceptable answers will be given to SQA Markers. Cut-off scores will then be applied to totals of marks, to determine element grades.

Assessment of unseen translation will be positive, with reference to the Grade Related Criteria. Detailed instructions to Markers will show how the passage will be divided into blocks and sub-blocks. For each sub-block, three marks will be awarded to a translation which is of a high standard, and two marks will be awarded to a translation which contains the “essential idea” of the sub-block. If the candidate fails to understand the “essential idea”, no marks will be awarded. (For further details see Appendix VI.) Cut-off scores will then be applied to totals of marks, to determine element grades.

The two grades associated with each Level will be distinguished by setting two cut-off scores for each Level. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

Assessment of the Individual Investigation will be positive, by direct grading with reference to the Grade Related Criteria.

29 Estimates

Presenting centres must submit to SQA, by 26 March of the year of the examination, an estimate grade for each candidate for each of the three elements (Translation, Interpretation, Investigation). The teacher/lecturer should determine the estimate grades on the basis of each candidate’s work. Estimates may be used by SQA for its internal procedures, including such cases as absence from external examinations and appeal. Evidence in support of these estimates should be retained by centres for submission to SQA if required.

Section 3

Grade Related Criteria

3 Grade Related Criteria

3 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

3 2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

3 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers/lecturers in making their assessments for each element, and to be used by examiners when conducting external assessment.

3 4 Translation – Summary GRC

Foundation Level (Grades 6, 5)

Given a list of the vocabulary used, and assistance with some parts of the translation, the candidate has demonstrated ability to translate into English the remainder of a passage of straightforward Latin prose which the candidate has not previously prepared.

General Level (Grades 4, 3)

Given a list of the vocabulary used, and other assistance as appropriate, the candidate has demonstrated ability to translate into English most of a passage of straightforward Latin prose which the candidate has not previously prepared.

Credit Level (Grades 2, 1)

Given a list of the vocabulary used, but little or no other assistance, the candidate has demonstrated ability to translate into English a passage of straightforward Latin prose which the candidate has not previously prepared.

3 5 Interpretation – Summary GRC

Foundation Level (Grades 6, 5)

The candidate has demonstrated limited ability to interpret a prescribed Latin text by showing restricted understanding and appreciation of the content, the style and the effect created by the author.

General Level (Grades 4, 3)

The candidate has demonstrated moderate ability to interpret a prescribed Latin text by showing some understanding and appreciation of the content, the style and the effect created by the author.

Credit Level (Grades 2, 1)

The candidate has demonstrated considerable ability to interpret a prescribed Latin text by showing good understanding and appreciation of the content, the style and the effect created by the author.

3 6 Investigation – Summary GRC

Foundation Level (Grades 6, 5)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated limited ability to use source materials, draw conclusions and present results.

General Level (Grades 4, 3)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated moderate ability to use source materials, draw conclusions and present results.

Credit Level (Grades 2, 1)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated considerable ability to use source materials, draw conclusions and present results.

3 7 Description of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

37 (continued)

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

38 Translation – Extended GRC

These GRC apply to unseen translation of Latin prose. Candidates are expected to be familiar with the prescribed lists of *accidence* and *syntax*. A word-list will be provided to candidates.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Vocabulary

The candidate shows ability to give basic meanings of words, either by recall or by using a word-list.

The candidate shows ability to give meanings of words, either by recall or by using a word-list; the candidate sometimes goes beyond the information given, as appropriate to the context.

The candidate shows ability to give meanings of words, either by recall or by using a word-list; the candidate goes beyond the information given, and shows awareness of the range of meanings which words can have in different contexts.

Accidence

The candidate shows a limited knowledge and understanding of Latin *accidence*.

The candidate shows a moderate knowledge and understanding of Latin *accidence*.

The candidate shows a sound knowledge and understanding of Latin *accidence*.

Syntax

The candidate shows a limited knowledge and understanding of Latin *syntax*.

The candidate shows a moderate knowledge and understanding of Latin *syntax*.

The candidate shows a sound knowledge and understanding of Latin *syntax*.

Descriptions of grades are given in **37**.

3 9 Interpretation – Extended GRC

These GRC apply to interpretation of prescribed Latin text.

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Extracting information and explaining content, ideas and themes

The candidate can extract one or two individual items of information, make a straightforward statement about items of content and state simply a main idea or theme of a text, supporting this with a simple illustration from the text.

The candidate can extract some information, make a moderately detailed statement in explanation of items of content and express the main ideas or themes of the text, referring to the text in support of statements.

The candidate can extract detailed information, make a detailed statement in explanation of items of content and express in detail the main ideas and themes of the text and their relationship to one another, illustrating all statements fully from the text.

Analysing and explaining the author's technique (eg use of words, imagery, figures of speech)

The candidate can make simple, relevant comment on the author's technique.

The candidate can identify aspects of the author's technique, and can justify statements made.

The candidate can comment on aspects of the author's technique, give some account of their effect or intention, and offer some critical evaluation of them.

Making a statement of personal response with justification and/or evaluation

(eg commenting on attitudes, comparing passages with regard to points of similarity and difference)

The candidate can make a simple statement of personal response to an aspect of the text, and can give a simple justification of the personal response made.

The candidate can show and justify personal response to one or more than one aspect of the text.

The candidate can make an extended statement of personal response to aspects of the text, with reasons. There is evidence of some analysis.

Descriptions of grades are given in **3 7**.

3 10 Investigation – Extended GRC

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Knowledge and understanding

The candidate can:

use a restricted number of source materials;

use a restricted range of source materials;

show a basic understanding of the source materials used.

The candidate can:

use a reasonable number of source materials;

use a reasonable range of source materials;

show a moderate understanding of the source materials used.

The candidate can:

use an extensive number of source materials;

use an extensive range of source materials;

show a good understanding of the source materials used.

Comparisons and conclusions

The candidate can:

make simple comparisons with another culture or period;

draw simple conclusions from the source materials used;

give a simple personal response to or evaluation of the topic.

The candidate can:

make fairly detailed comparisons with another culture or period;

draw fairly detailed conclusions from the source materials used;

give a fairly detailed personal response to or evaluation of the topic.

The candidate can:

make reasoned and detailed comparisons with another culture or period;

draw reasoned and detailed conclusions from the source materials used;

give a reasoned and detailed personal response to or evaluation of the topic.

Communication and presentation

The candidate can:

communicate information with a basic degree of clarity;

present material in a reasonably orderly manner;

present the topic as a whole in an adequately effective manner.

The candidate can:

communicate information with a moderate degree of clarity;

present material in a reasonably logical and sequential manner;

present the topic as a whole in a reasonably effective manner.

The candidate can:

communicate information with a good degree of clarity;

present material in a unified, logical and clear manner;

present the topic as a whole in a very effective manner.

Descriptions of grades are given in **3 7**.

Appendices

Appendix I – Accidence

GENERAL AND CREDIT LEVELS

- A **Nouns** : Declensions 1 to 5.
- B **Adjectives** : regular adjectives (positive, comparative and superlative);
the following irregular adjectives (positive, comparative and superlative):
bonus, malus, parvus, magnus, multus, multi.
- C **Adverbs** : regular adverbs (positive, comparative and superlative);
the following irregular adverbs (positive, comparative and superlative):
bene, male, paulum, magnopere, multum.
- D **Pronouns** : *ego, nos, tu, vos, se* (and possessive adjectives);
hic, ille, is, and idem;
qui and quis.
- E **Numerals** : Cardinals 1-10 (also *centum* and *mille*).
Ordinals 1-10.
- F **Verbs**
(Regular) : Indicative – all Active Tenses 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 3rd person, singular and
plural.)

Imperative – Active only.
Infinitive – Active } Present, Perfect, Future.
Deponent }
Passive – Perfect only.
Participles – Present and Perfect, including Deponent, and Future.
- (Irregular) : The following irregular verbs:
sum, possum, volo, nolo, eo, fero.

Appendix II – Syntax

GENERAL AND CREDIT LEVELS

Use of Participles, including the Ablative Absolute.

Use of Relative Pronoun (with the Indicative only).

Purpose Clauses (*ut* and *ne* with the Subjunctive).

Result Clauses (*ut* with the Subjunctive).

Indirect Statement.

Direct Command.

Indirect Command.

Direct Question.

Indirect Question.

Causal Clauses (*quod, quia* with the Indicative) and *cum* with the Subjunctive.

Temporal Clauses (*cum, ubi, ut, postquam, antequam* with the Indicative,
cum with the Subjunctive,
dum with the Indicative = “while”; *simulatque*).

Conditional Sentences (Indicative only).

Concessive Clauses (*quamquam* with the Indicative).

FOUNDATION LEVEL

Use of Relative Pronoun (Nominative case with the Indicative only).

Indirect Command (where no Subjunctive is involved).

Direct Question.

Causal Clauses (*quod, quia* with the Indicative).

Temporal Clauses (*cum, ubi, ut, postquam, antequam* with the Indicative,
dum with the Indicative = “while”; *simulatque*).

Conditional Sentences (Indicative only).

Concessive Clauses (*quamquam* with the Indicative).

Appendix III – Prescribed Text

For General and Credit levels, for 2009, 2010, 2011 and 2012 the prescribed text will be:

Gellius, *Noctes Atticae*
extract from V.14
5–9 in English; the rest of the extract in Latin

Seneca, *Epistulae Morales*
extract from 7(i.7) in Latin

Augustine, *Confessiones*
extract from VI.7–8 in English

Catullus, V in English *

Catullus, LXXXV in Latin *

Catullus, LXX in Latin *

Martial, VI.40 in Latin *

Catullus, LXXVI lines 13–26 in Latin

Catullus, III in Latin *

Martial, I.109 lines 1–13, 17–23 in Latin *

Catullus, XIII in Latin *

Martial, III.60 in English *

Catullus, X in English

Ovid, *Metamorphoses* VI
lines 317–338 in English
lines 339–376 in Latin
lines 377–381 in English

* For Foundation level, for 2009, 2010, 2011 and 2012 questions will be set on the asterisked extracts only (Catullus and Martial).

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.

Appendix IV – List of Suggested Topics for Individual Investigation

The following list indicates the type of topic considered suitable. SQA welcomes variety and originality in the topics chosen, but care should be taken to ensure that a topic lends itself to the Grade Related Criteria. Some literary and historical/biographical topics may also be suitable, but difficulties could arise with regard to comparisons.

- Art (or wall painting or mosaics or sculpture)
- Architecture
- Education
- Spectator sports (or gladiators or chariot racing)
- Slavery
- Housing
- City life
- State religion
- Beliefs in life after death
- Aqueducts
- Road-building
- Travel and transport
- Superstition
- Ships and sailing
- Army
- Fashion
- Law
- Farming
- Family life
- Marriage
- Food and cooking
- Shops
- Medicine
- Forum Romanum
- Life on Hadrian's Wall
- Life on the Antonine Wall

Appendix V – Translation: Principles of Differentiation

In an assessment system which seeks to reward achievement rather than penalise failure, it is desirable that all candidates should eventually gain an understanding of the Latin which they are asked to translate. This is unlikely to happen if the task is made equally demanding for all: mastery of skills will vary from candidate to candidate. To resolve this difficulty, there must be some kind of differentiation of papers.

Given that vocabulary difficulties should have been largely eliminated by the provision of a word- list and by glossing, the most important remaining skills are the ability to recognise an item of accident or syntax in its context, the ability to apply the appropriate rules and the ability to analyse relationships within a clause and between clauses. The basic principle of the system is to reduce or eliminate, for some candidates, these difficulties.

Credit Level: the Latin (approximately 120 words) will be printed as a continuous passage, broken if necessary by linking passages in English.

Any items of accident or syntax not included in Appendices I or II will be glossed.

General Level: as for Credit Level.

In addition, phrases or groups of words likely to cause difficulty for candidates will also be glossed.

Foundation Level: the Latin (approximately 80 words) will be divided into units of sense, with linking passages in English where necessary. The limited requirements for accident and syntax in Appendices I and II will apply. In addition, assistance will be given with the translation of any words or phrases likely to cause difficulty for candidates at this level.

Appendix VI – Advice on the Setting and Marking of Translation

- Passages of unseen translation presented as evidence at Appeals should reflect the length and standard of difficulty of the passages set by SQA. Full marking instructions, following the procedure outlined below, should also be provided.
- The passage should be divided into blocks which may, depending on length, be divided into sub-blocks. The marking instructions should indicate the maximum marks available for each block/sub-block, as well as the maximum marks for the whole passage.
- The essential idea of each block or sub-block should be given in the marking instructions. Each block/sub-block is normally worth a maximum of 3 marks.
- If the candidate communicates the essential idea satisfactorily, award 2 marks. Where a candidate expresses accurately the essential idea of a block or sub-block, this should be accepted even if the translation does not show the structure clearly.
- If the candidate translates additional features within the block/sub-block, award 3 marks. Alternative correct translations, other than those indicated in the marking instructions, are also acceptable for maximum marks. Within any sub-block, a translation which is awarded the maximum score is not necessarily free from error: a sub-block may be awarded the maximum score even if it contains one or two minor errors or omissions, depending on the sub-block.
- A block/sub-block may have only 2 marks available for it, if there is not enough material for 3 marks.
- At the end of each block, the candidate's total for that block should be reviewed. Guided by your decisions on the sub-blocks, award marks for each block. Exceptionally, the total awarded for each block may be increased or decreased, usually by 1 mark, provided that the total marks available for the blocks are not exceeded. Adjustment will generally take account of such factors as the way sub-blocks are linked in the translation, and the clumsiness or aptness of the English chosen.
- Add up the total number of marks awarded for the entire passage.