



Advanced Higher  
Course Assessment  
Specification



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# Advanced Higher Latin Course Assessment Specification (C743 77)

**Valid from August 2015**

This edition: April 2015, version 1.1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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## Course outline

<b>Course title:</b>	Advanced Higher Latin
<b>SCQF level:</b>	7 (32 SCQF credit points)
<b>Course code:</b>	C743 77
<b>Course assessment code:</b>	X743 77

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — question paper: Literary Appreciation	60 marks
Component 2 — question paper: Translating	50 marks
Component 3 — project–dissertation	60 marks
<b>Total marks</b>	<b>170 marks</b>

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

## Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

### Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ Challenge and breadth — 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 added value consists of:

- ◆ applying language skills to understand, analyse and evaluate complex verse or prose texts in Latin and translated into English
- ◆ applying knowledge and understanding of vocabulary, accidence and syntax to translate one complex, authentic, unseen Latin text into English
- ◆ presenting the findings of an independent research project in a dissertation based on an aspect of Latin literature, language or the Roman world

### Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

### Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

## Structure and coverage of the Course assessment

The Course assessment will consist of three Components: two question papers titled Latin: 'Literary Appreciation' and Latin: 'Translating', and a project–dissertation.

### Component 1 — question paper: Literary Appreciation

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of literary appreciation.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ understand, analyse and evaluate in depth a range of detailed and complex verse or prose texts in Latin and translated into English
- ◆ apply knowledge and understanding of literary techniques
- ◆ demonstrate knowledge and understanding of aspects of Roman culture

This Section will have 60 marks (35% of the total mark).

Marks will be awarded for:

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

Learners will answer on either verse or prose questions. There will be one extended response question and a range of short-answer and restricted response questions.

### Component 2 — question paper: Translating

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of translating.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ translate one complex, unseen, authentic Latin prose text into English
- ◆ apply knowledge and understanding of vocabulary, accidence and syntax
- ◆ convey the meaning of the text in English

This Section will have 50 marks (30% of the total mark).

Marks will be awarded for:

- ◆ accuracy of translation and conveying the essential ideas

Learners will have access to a word list, but not a dictionary. The prose text could be an extract from any authentic, complex, unseen Latin prose text.

### **Component 3 — project–dissertation**

The purpose of this dissertation is to allow learners to demonstrate challenge and application of the skills of translating and literary appreciation to plan and produce a dissertation presenting the findings of independent research on an aspect of Latin literature, language or the Roman world.

This dissertation will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ reference skills
- ◆ extension and application of higher-order skills to plan and produce a dissertation presenting the findings of independent research
- ◆ knowledge and understanding of an aspect of Latin language, literature or the Roman world as appropriate to the learner’s interests

This dissertation will have 60 marks (35% of the total mark).

Marks will be awarded for:

- ◆ content
- ◆ use of primary and secondary sources
- ◆ argument and analysis

## **Setting, conducting and marking of assessment**

### **Question Paper — Latin: Literary Appreciation**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this in 1.5 hours.

### **Question Paper — Latin: Translating**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this in 1 hour.

### **Controlled assessment — Project–dissertation**

This dissertation is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

### **Setting the assessment**

Set by centres within SQA guidelines.

### **Conducting the assessment**

Conducted under some supervision and control.

## Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher Latin Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills knowledge and understanding also provides the basis for the assessment of Units of the Course.

### Literary Appreciation: Prescribed text

Any one from a choice of:

- ◆ Letters and Letter-Writing
- OR
- ◆ Ovid and Latin Love Poetry

### Knowledge and Understanding of the Prescribed Text for Latin: Higher

The details of the selections for each text are available on the SQA website in a single file together with individual files for each author. This can be found by using the following link:

[http://www.sqa.org.uk/sqa/files\\_ccc/PrescribedTextLatinAH.pdf](http://www.sqa.org.uk/sqa/files_ccc/PrescribedTextLatinAH.pdf)

These files can be downloaded by centres. Clean copies of the full prescribed text will be issued with the question paper.

### Translating:

#### Accidence

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 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 will be glossed.

# Administrative information

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**Published:** April 2015 (Version 1.1)

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## History of changes

Course details	Version	Description of change	Authorised by	Date
	1.1	Minor wording change in Structure and Coverage of Course Assessment Section. Additional guidance provided in Component 2 — question paper: Translating section. Additional guidance provided in Setting, conducting and marking of assessment section.	Qualification Development Manager	April 2015

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Assessment Specification.

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