Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Higher Latin Course Assessment Specification (C743 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2014

This edition: April ~~2012~~2014, version 1.~~0~~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

Course title:	Higher Latin
SCQF level:	6 (24 SCQF credit points)
Course code:	~~to be advised~~C743 76
Course assessment code:	~~to be advised~~X743 76

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 (Latin: ~~Translating) 40~~Literary Appreciation) 60	marks
Component 2 — question paper (Latin: ~~Literary Appreciation) 60~~Translating) 40	marks
Total marks	**100 marks**

This Course includes six 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.

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 — 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

The added value consists of:

- applying knowledge and understanding of vocabulary, accidence and syntax to translate a detailed and complex unseen Latin prose text into English
- applying language skills to understand, analyse and evaluate detailed and complex texts in Latin and translated into English

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 two Components, a question paper titled 'Latin: Translating'Literary Appreciation' and a question paper titled 'Latin: Literary Appreciation'. The question paper 'Latin: Translating' will have one Section. The question paper 'Latin: Literary Appreciation' will have one Sectionfive sections, one for each of the five prescribed authors.. Learners must answer on two Sections.

Component 1 —The question paper **(**'Latin: **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 a detailed and complex unseen Latin prose text into English
- apply knowledge and understanding of vocabulary, accidence and syntax
- convey the meaning of the text in English using appropriate language, style and structure

This question paperTranslating' will have 40 marks (40% of the total mark).one Section.

Component 2 — question paperQuestion Paper 1 (Latin: 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 detailed and complex texts in Latin and translated into English
- apply knowledge and understanding of literary techniques
- demonstrate knowledge and understanding of aspects of Roman culture

This question paper will have 60 marks (60% of the total mark).

Learners will choose to answer on any two texts from a choice of five prescribed texts.

The five prescribed texts, partly in Latin and partly in English are:

Catullus: *Poems* (Selections)
Ovid: "Pyramus and Thisbe" and "Baucis and Philemon" (selections from *Metamorphoses* 4 and 8)
Virgil: "The story of Dido" *Aeneid* (Selections from Books 1, 4 and 6)
Pliny: *Letters* "The eruption of Vesuvius" (Selections from Book 6, letters 16 and 20)
Cicero: "The Governorship of Verres in Sicily" (selections from *In Verrem V*

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

Marks will be awarded for:

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

Marks are accumulated for the demonstration of relevant skills, knowledge and understanding.
Learners will gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's language reflected in their responses. This includes depth of response as well as evaluative development of points made.

Learners will answer one extended response question for each of the two authors chosen.

In the extended response questions for each author (worth 8 marks), quotation from the text with appropriate translation may be used to provide evidence to support the response. In most cases, the wording of the question will ask learners to 'refer to the text'.

In language questions, where the rhythm, sound, alliteration, etc are critical to answering the question, learners will be expected to quote the Latin text verbatim to illustrate their response. In these cases a ~~choice of verse~~translation of the Latin will not be expected.

Where the question refers to the story, argument, etc learners will not be expected to quote the Latin, or provide a word-for-word translation, but may simply provide a summary.

It is sufficient for the learner to refer to the text in such a way as to provide evidence for a judgement or evaluation.

In the extended response question credit will be given for an appropriate response to the question irrespective of whether it is structured in continuous prose~~.~~ or as a series of coherent bullet points.

Learners must also answer a range of short-answer questions on each author chosen.

The questions for literary appreciation assess application, understanding, analysis and evaluation skills. Questions on each author will be of an equal level of challenge.

Question Paper 2 (Latin: 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 a detailed and complex unseen Latin prose text into English
- apply knowledge and understanding of vocabulary, accidence and syntax

- convey the meaning of the text in English using appropriate language, style and structure

Only one passage will be set for translating and a specific word-list will accompany the passage.

Marks will be awarded for accuracy in translation of each block of text and for conveying the essential ideas of the blocks.

Credit will be given for high quality of translation and use of appropriate style and structure including use of synonyms and alternative translation of phrases provided the translation of essential ideas/full blocks is appropriate.

Two marks are available for each block, including the essential idea being correctly or almost correctly translated. For the award of 2 marks for correct translation of the block learners will be expected to translate all the words in the block and show recognition of the overall structure and meaning of the block. However, 2 marks may also be awarded if a minor error occurs, such as an error of tense or syntax which does not detract from an accurate understanding of the full meaning of the block.

1 mark is awarded for translating the essential idea of the block correctly.

No marks are awarded for the block if the essential idea is not translated correctly.

Setting, conducting and marking of assessment

~~**Question paper — Translating**~~

~~This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 45 minutes.~~

Question paper — Literary Appreciation

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 2 hours.

Question paper — Translating

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

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the 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:

Knowledge and Understanding of the Prescribed Texts for Latin: Higher

Any two texts from a choice of five as follows:

Catullus: *Poems* (Selections)
Ovid: “Pyramus and Thisbe” and “Baucis and Philemon” (selections from *Metamorphoses* 4 and 8)
Virgil: “The story of Dido” *Aeneid* (Selections from Books 1, 4 and 6)
Pliny: *Letters* “The eruption of Vesuvius” (Selections from Book 6, letters 16 and 20)
Cicero: "The Governorship of Verres in Sicily" (selections from *In Verrem V*

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. These files can be downloaded by centres. Clean copies of the full set of prescribed texts 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 accidence or syntax necessary for the sense of the passage will be glossed.

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Pages 2,5 and 8 - Components reordered Page 5 - Structure and coverage of the Course assessment: wording regarding Sections has been rewritten to make it clearer Pages 5 and 9 - Prescribed texts for Higher inserted Page 9 - 'Translating' heading has been inserted above 'Accidence'	Qualifications Development Manager	April 2014

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