

Higher Latin Course Support Notes



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Course Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching assessment	5
Appendix 1: Translation, accident and syntax	13
Appendix 2: Texts for Literary Appreciation	15
Appendix 3: Reference documents	16
Administrative information	17
Unit Support Notes — Latin: Literary Appreciation (Higher)	18
Introduction	19
General guidance on the Unit	20
Approaches to learning, teaching and assessment	21
Equality and inclusion	25
Appendix 1: Texts for Literary Appreciation	26
Appendix 2: Reference documents	27
Administrative information	28
Unit Support Notes — Latin: Translating (Higher)	29
Introduction	30
General guidance on the Unit	31
Approaches to learning, teaching and assessment	32
Equality and inclusion	34
Appendix 1: Translation, accident and syntax	35
Appendix 2: Reference documents	37
Administrative information	38

Introduction

These support notes provide advice and guidance to support the delivery of the Higher Latin Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

They should be read in conjunction with the:

- ◆ Higher Latin Course Specification
- ◆ Latin: Literary Appreciation (Higher) Unit Specification
- ◆ Latin: Translating (Higher) Unit Specification
- ◆ Latin: Translating (Higher) Unit Support Notes
- ◆ Latin: Literary Appreciation (Higher) Unit Support Notes

Course Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

General guidance on the Course

Aims

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop:

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

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

Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience:

- ◆ National 5 Latin Course or relevant component Units
- ◆ Latin (Intermediate 2) Course or relevant component Units
- ◆ Standard Grade Latin (grade 1 or 2)
- ◆ any other relevant qualifications or experience

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The Course enables learners to communicate, to be critical thinkers, to develop cultural awareness, and to be creative

The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

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

Further information on relevant accidence and syntax and appropriate literary techniques that should be covered at this level is shown in Appendix 1. Teachers/lecturers should also refer to the *Course Assessment Specification*. Teachers/lecturers will wish to ensure that this is included in the Course coverage to ensure that learners who wish to progress to Advanced Higher Latin have sufficient preparation for the next level.

Teachers may wish to consider progression issues in the use of texts in order to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from Higher to Advanced Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

Progression from this Course

Progression from Higher Latin includes opportunities for vertical and lateral progression to:

- ◆ Advanced Higher Latin or any relevant component Units
- ◆ Higher Classical Studies or relevant component Units
- ◆ Advanced Higher Classical Studies
- ◆ Scottish Baccalaureate in Languages
- ◆ Classical Greek component Units (Higher)
- ◆ another language qualification or relevant component Units
- ◆ further education, employment and/or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

It is important to note that National Qualifications are designed in a hierarchical structure to allow, where appropriate to learners' needs, 'fallback' to a lower level of qualification or 'step-up' to a higher level. The Latin Courses at National 3, National 4, National 5 and Higher follow a similar Course structure but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate multi-level teaching and enable learners to be given recognition for their best achievement.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on how this hierarchy can be managed is given in the 'Approaches to learning, teaching and assessment' section below.

The following diagram shows the hierarchical structure in the National Qualifications in Latin from one level to the next:

Course	National 3	National 4	National 5	Higher
Latin	Translating	Translating	Translating	Translating
	Literary Appreciation	Literary Appreciation	Literary Appreciation	Literary Appreciation
		Added value — assignment	Course assessment	Course assessment

Approaches to learning, teaching assessment

Structure of learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the Higher Latin Course.

Learners should be given the opportunity to build on prior learning, progress their knowledge about Latin language and integrate and apply the skills of translating and literary appreciation.

For those learners who begin Latin at this level, the Units will largely be sequential or may be studied in parallel with the language work underpinning translation likely to be done before any literary appreciation may be attempted.

A variety of factors will determine the proportion of time to be spent on each of the two mandatory Units including prior learning or experience learners may have.

Learners should have completed the Units in Translating and Literary Appreciation before undertaking the Higher Course assessment.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Some approaches to language learning: topics, contexts and key learning activities

Some of the contexts in which skills and knowledge and understanding are to be developed for the Course and on which many texts are based, will, in principle, be familiar to learners. Other contexts, such as mythology, law or politics, may be less so.

However, learners should quickly recognise that, when set within a different culture, namely the world of the Romans, even familiar contexts can, in practice, take on new and unfamiliar dimensions. The understanding, analysis and evaluation of Latin text should ultimately encourage learners to explore their understanding of the contexts of their learning and compare these with modern or other cultural interpretations.

Identifying differences and similarities between today's world and that of the Romans will help learners understand and appreciate the legacy of Roman culture which informs many aspects of contemporary life. This should also encourage learners to challenge some of the cultural assumptions they make by broadening and deepening their cultural awareness. This, in turn, should develop an appreciation of and empathy with wider cultural differences.

Wherever possible, it is recommended that learning and teaching approaches, topics and contexts are used that support learners in recognising the relevance and impact of Latin language and Roman culture on the heritage of the country in which they live/work.

It is suggested, for example, that teachers may wish to develop learners' awareness of the influence of the Romans and of Latin language on Scottish culture and heritage through exploring a range of texts with a particularly Scottish flavour if time permits.

Key learning activities for Higher include:

- ◆ learning vocabulary
- ◆ use of word lists and a dictionary
- ◆ learning grammar rules
- ◆ practising translation
- ◆ preparing translation of literature
- ◆ literary analysis and development of personal engagement with literature
- ◆ making connections between the Roman world and contemporary life

Approaches to language learning in the Course may include but are not limited to:

- ◆ group work
- ◆ paired activities
- ◆ individual work
- ◆ creative activities
- ◆ presentations
- ◆ creation of wiki or blog
- ◆ using IT more generally

Learners could benefit from keeping their own record of learning and independent study where they or their teacher can record what they have achieved, how well they have performed, the skills they have developed and their development needs. This can also be useful for communicating learners' progress.

Many of the above approaches lend themselves to cross-curricular interaction and are to be encouraged.

All the Outcomes of this Course contribute to the generic skill of literacy by developing the skills required for translating and literary appreciation.

The aims for Higher Latin are the same as for other levels in the hierarchy. However, as higher level skills are expected of learners, there are a number of differences in learning and teaching that should be taken into account at Higher level. These include:

Learning and teaching activities	Benefit
Continued use of full word-lists in Course and Unit assessment could be supported also by use of dictionaries in class work	This will support development of general reference skills and support articulation between Higher and Advanced Higher.
Support for independent learning	As well as being a valuable skill to develop at this level, this will also support progression to the challenge of independent learning at Advanced Higher.
Continued learning of vocabulary	This will support development of confidence in the use of Latin language at this level so carefully selected, constructed and adapted passages should be used.
Oral work to complement written work	Learners can benefit from working in groups or pairs.
Redrafting of first versions of translations	This can support learners at this level in improving the quality of translation through use of discrete short passages as well as continuous prose texts. This can help learners to develop skills in producing good translations rather than translations that are just technically accurate.
Studying texts in greater depth than at other levels	This allows learners to gain an aesthetic and critical appreciation of an author's work, by applying the skills of literary appreciation.

The Higher Unit *Literary Appreciation* will contribute to improvement in language skills but will be studied primarily from a literary standpoint. Where appropriate, comparison will also be made with authors known to the learners in English or other languages.

Integration of skills

Learners may take one or more of the component Units on a free-standing basis. In studying the *Literary Appreciation* Unit, the learner also uses translation skills; in undertaking the *Translating* Unit, the learner benefits from understanding of context or author's style. Each Unit complements the other.

For learners who are studying a Course as a whole, this integration of skills is even more significant. As learners are likely to study the Units concurrently if they are part of a Course, each Course should provide a sustained and progressive learning experience, offering to learners:

- ◆ reinforcement of teaching points where necessary, covering aspects from the different Units thereby aiding integration
- ◆ extra reading to improve translation skills but also to develop literary appreciation skills in depth
- ◆ time for more structured development of contextual knowledge, to assist learners to do more detailed unseen translation

Assessment evidence (Units)

Assessments should be built into the Units at the planning stages. They should be delivered at appropriate points of progress through the Outcomes, eg after selected points of accidence and syntax have been taught for *Translating*, on the completion of individual texts for *Literary Appreciation* or on the completion of individual Outcomes.

Unit assessment for *Translating*

The Unit assessment for *Translating* will typically consist of an unseen Latin prose passage accompanied by a word-specific list of vocabulary. Learners will be required to translate this passage into English. Evidence can be gathered in written, oral or digital form.

Unit assessment for *Literary Appreciation*

The Unit assessment for *Literary Appreciation* will typically consist of questions set on the literature which has been studied. The questions should cover the Outcome and Assessment Standards for the Unit allowing learners to demonstrate their understanding, analysis and evaluation of the text.

Literary appreciation assessments could take the form of questions eliciting knowledge of subject matter, appreciation of style, tone, the author's attitude, etc. The learner's response could be written or presented in another way, eg by a PowerPoint presentation or a talk with the results recorded in any way capable of moderation.

Evidence can be gathered for all the Assessment Standards and Evidence Requirements holistically and can be in written, oral or digital form.

Pattern and structure of assessment

The Course assessment will take place at the end of the Course, following the completion of the Units. It will consist of two Questions Papers, one for *Translating* and one for *Literary Appreciation*. The *Course Assessment Specification* contains further information on the pattern and structure of Course assessment.

Learners should be prepared for more analytical types of questions in literary appreciation at this level. At Higher level, questions encouraging use of higher order thinking and analytical skills will support the production of authentic responses from learners. This is a key differentiating feature of Higher Latin.

Preparation for Course assessment

During the Course, time should be used, at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment. Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

Combining assessment across Units

Translation exercises could easily be followed by questions on the ideas and themes and author's technique contained within the texts studied for Literary Appreciation. Discussion of or questions on personal responses to content could follow, with learners being asked to complete some further research into identified cultural aspects and present their findings in written, oral or digital form. This approach would result in the integration of content and skills across the *Translating* and *Literary Appreciation* Units.

Where such a combined assessment approach is used, it will be important to ensure evidence of achievement of each planned, assessed Outcome is available, for example through the use of assessor observation checklists and/or recordings where appropriate.

Assessors should bear in mind the need to have readily available evidence of achievement of each Outcome for each Unit.

Developing skills for learning, skills for life and skills for work

The following are developed naturally during the Course:

- 1 Literacy**
 - 1.1 Reading

- 4 Employability, enterprise and citizenship**
 - 4.6 Citizenship

- 5 Thinking skills**
 - 5.3 Applying
 - 5.4 Analysing and evaluating

Skills for learning, skills for life, skills for work	Approaches to learning and teaching
<p>1 Literacy 1.1 Reading Literacy is the ability to communicate by reading, writing, and listening and talking.</p>	<p>Through reading Latin texts in the original and in translation for both the <i>Translating and Literary Appreciation</i> Units, learners will develop their reading skills in English and develop knowledge and understanding of language in general.</p>
<p>4 Employability, enterprise and citizenship 4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>The study of Latin at Higher level provides opportunities to develop skills related to employability, enterprise and citizenship through use of appropriate themes and topics that allow learners to compare and contrast, for example life, work, business and society in Roman times with these in modern times.</p>
<p>5 Thinking skills 5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p> <p>5.4 Analysing and evaluating This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>In the individual <i>Translating and Literary Appreciation</i> skills, learners will apply knowledge of language to translate Latin texts and to analyse and evaluate texts in Latin and translated into English.</p> <p>Wherever possible, learners can be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example when they apply their knowledge of literary techniques to analyse and evaluate texts by different authors. Learners will also develop the ability to plan, organise and complete tasks and activities more independently at this level.</p>

Through accessing the Roman texts in the original and in translation, using their translating and literary appreciation skills, learners should be able to develop understanding of aspects of Roman culture in the above and numerous other thematic areas. These could include a wide range of topics, such as political issues, education, sport, moral and philosophical issues, that learners will be able to compare between the Roman and modern world in Scotland and elsewhere.

E-learning

E-learning can play an important role in the design and delivery of the new National Courses by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may be using ICT in working towards their assessment.

There is a range of opportunities for e-learning in this Course:

- ◆ accessing suitable content on the Internet (many clips are useful for language learning or bringing ancient texts to life)
- ◆ use of specific software packages, eg software to support learner understanding of Latin verbs
- ◆ use of tablet devices
- ◆ use of free Latin Course materials

These may also provide opportunities for e-assessment/generation of evidence.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Translation, accidentance and syntax

For translating, the Course will have to cover the mandatory aspects of accidentance, syntax and case usage, and practice in translation of unprepared prose passages appropriate to this level.

The following summary table shows the accidentance and syntax that may be encountered at Higher level:

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 <i>bonus, malus, multus, multi</i> (positive, comparative, superlative)
Adjectives: demonstrative: <i>hic, ille, is, iste, idem, ipse, alius, alter, ullus, nullus, totus, solus</i>
Adverbs: regular (positive, comparative, superlative)
Adverbs: irregular (positive, comparative, superlative) <i>bene, male, paulum, multum</i>
Adverbs: interrogative: <i>ubi, quo, unde, quomodo, quando, cur</i>
Pronouns: <i>ego, nos, tu, vos, se</i> and possessive adjectives
Pronouns: <i>hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam</i>
Verbs: all conjugations — all tenses active and passive
Verbs: deponent: all tenses, moods and participles
Verbs: irregular: <i>sum, fero, eo</i> and main compounds; <i>volo, nolo, malo, fio, possum</i>
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 <i>noli/nolite</i>
Syntax
Relative clauses with indicative and subjunctive
Purpose clauses; <i>ut ne</i> and <i>qui</i> , with subjunctive
Purpose clauses with gerund and gerundive
Result clauses: <i>ut</i> with subjunctive
Indirect statement
Direct command/prohibition
Indirect command/prohibition: <i>ut/ne</i> with subjunctive
Direct question
Indirect question

Causal clauses: <i>quod, quia</i> with indicative, <i>cum</i> with subjunctive
Temporal clauses: <i>ubi, postquam, antequam, cum, dum, donec, simulatque, priusquam, ut</i>
Concessive clauses: <i>quamquam, cum, quamvis</i>
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 accidents or syntax necessary for the sense of the passage will be glossed

Appendix 2: Texts for Literary Appreciation

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 [Latin pages of SQA's 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.

Teachers may wish to consider issues of progression in the use of texts/authors to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from Higher to Advanced Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

Study of verse and prose texts at this level should be read partly in the original language and partly in English.

Learners would be expected to show some appreciation of a range of literary techniques such as simile, metaphor, repetition, tone, structure, word choice, alliteration.

Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html
- ◆ [*Building the Curriculum 3: A framework for Learning and Teaching*](#)
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
- ◆ The Classics Library — <http://www.theclassicslibrary.com/>

Administrative information

Published: May 2015 (version 1.2)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Added refreshed list of prescribed texts/authors.	Qualifications Development Manager	June 2014
	1.2	Unit title corrected.	Qualifications Manager	May 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

© Scottish Qualifications Authority 2015

Unit Support Notes — Latin: Literary Appreciation (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Introduction

These support notes provide advice and guidance to support the delivery and assessment of the *Latin: Literary Appreciation* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Latin: Literary Appreciation (Higher) Unit Specification
- ◆ Higher Latin Course Specification
- ◆ Higher Latin Course Assessment Specification
- ◆ Latin: Translating (Higher) Unit Specification
- ◆ Higher Latin Course Support Notes
- ◆ Latin: Translating (Higher) Unit Support Notes

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop the language skills needed to understand, analyse and evaluate detailed and complex texts in Latin and translated into English. Learners also develop knowledge of aspects of Roman culture.

Learners who successfully complete this Unit will be able to:

- ◆ understand, analyse and evaluate detailed and complex texts in Latin and translated into English

This Unit is a mandatory Unit of the Higher Latin Course and is also available as a free-standing Unit.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 1 or 2)
- ◆ Latin (Intermediate 2) Course or relevant component Units
- ◆ any other relevant qualification or experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Latin *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress to:

- ◆ Advanced Higher Latin Course or any relevant component Units
- ◆ Latin: Translating (Higher)
- ◆ Advanced Higher Classical Studies Course or any relevant component Units
- ◆ further education, employment and/or training
- ◆ higher education

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *Latin: Literary Appreciation* (Higher) Unit.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies a Unit completely or partially. This is naturally occurring evidence.

It is important to ensure that learners' evidence satisfies all the Assessment Standards for the skills of literary appreciation.

Some examples of naturally occurring evidence are contained in the table below.

Understand, analyse and evaluate detailed and complex texts in Latin and translated into English

Assessment Standards — <i>Literary Appreciation</i>	Gathering evidence
1.1 Identifying and explaining main ideas and themes	Learners could: <ul style="list-style-type: none"> ◆ compare and criticise two translations of the same piece of Latin ◆ summarise in one sentence main ideas/themes of the chosen passage ◆ create mind maps reflecting main ideas and themes
1.2 Identifying and explaining how literary techniques are used to convey meaning	<ul style="list-style-type: none"> ◆ Identify literary techniques in the unseen section. ◆ Write a speech in English using Cicero's techniques. ◆ Analyse a modern speech — compare style and features with Cicero, eg a speech by a modern leader of state. ◆ Produce a mind map reflecting how the techniques are used by different authors.

1.3 Communicating an appropriate critical response	<ul style="list-style-type: none"> ◆ Produce a newspaper report on the destruction of Pompeii. ◆ Produce a flow chart/mind map reflecting events leading up to the destruction of Pompeii. ◆ Identify flaws in argument (allowing use of critical thinking). ◆ Produce a reflective 'letter home'/diary. ◆ Write a speech for Hortensius to defend Verres.
1.4 Identifying and explaining aspects of Roman culture	<ul style="list-style-type: none"> ◆ Produce a guidebook/advertising brochure, etc from Pompeii/North Africa (Pliny). ◆ Respond to questions on a range of aspects of Roman culture such as: <ul style="list-style-type: none"> — treatment of slaves — corruption of government officials — provincial government.

Learners' oral or written responses can be in the form of:

- ◆ oral answers to questions
- ◆ written answers to questions
- ◆ written or oral comparison which picks out key language and ideas
- ◆ written or oral summaries of key ideas
- ◆ oral responses

Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.

The Unit assessment for *Literary Appreciation* will typically consist of questions set on the literature which has been studied. The questions should cover the Outcome and Assessment Standards for the Unit allowing learners to demonstrate their understanding, analysis and evaluation of the text in a range of ways such as those shown above.

Evidence can be gathered for individual Outcomes or holistically and can be in written, oral or digital form.

Where the Unit is being delivered as part of a Course, thematic approaches to learning and teaching — where translation activities and literary appreciation activities focus on a particular topic in Roman culture — could also be used and be linked into cross-curricular programmes.

The *Course Support Notes* for Higher Latin provide further useful guidance on learning and teaching approaches appropriate for this Unit.

Learning activities which could be considered for this Unit and used to support generation of evidence include:

- ◆ teacher/lecturer-led topics
- ◆ discussion of literary texts, as a group or in pairs or groups
- ◆ debates
- ◆ presenting the case for/against Verres/Sinon, etc
- ◆ comparison with literary texts from other cultures
- ◆ individual or group research and presentation, eg using PowerPoint
- ◆ art or craft work
- ◆ visits to sites, museums and institutions
- ◆ guest speakers/demonstrators
- ◆ radio, television, film and online presentations

It is important to ensure that learners' responses satisfy all the Assessment Standards for the skills of understanding, analysis and evaluation if the piece of evidence is to be used to evidence them all.

For learners who are also working on the Latin: Translating (Higher) Unit, teachers may wish to use the texts selected for translation as a way of developing the skills of literary appreciation such as:

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

as they occur naturally in the texts.

The *Course Support Notes* for Higher Latin provide further useful guidance on learning and teaching approaches appropriate for this Unit.

E-learning

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit *Latin: Literary Appreciation* (Higher) this could include:

- ◆ compiling and maintaining electronic recording of assessment evidence
- ◆ web-based research
- ◆ interactive language tasks in electronic format
- ◆ word processing of written responses to questions
- ◆ using virtual learning environments (VLEs)
- ◆ video conferencing
- ◆ using language-based websites to support learners to show understanding of key vocabulary and literary techniques
- ◆ online quizzes/tests

The *Course Support Notes* provide further useful guidance on learning and teaching approaches appropriate for this Unit.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Texts for Literary Appreciation

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 Latin pages of SQA's 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.

Teachers may wish to consider issues of progression in the use of texts/authors to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from Higher to Advanced Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

Study of verse and prose texts at this level should be read partly in the original language and partly in English.

Learners would be expected to show some appreciation of a range of literary techniques such as simile, metaphor, repetition, tone, structure, word choice, alliteration.

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
- ◆ The Classics Library: www.theclassicslibrary.com

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Refreshed list of prescribed texts/authors inserted.	Qualifications Development Manager	June 2014

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

© Scottish Qualifications Authority 2014

Unit Support Notes — Latin: Translating (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Unit *Latin: Translating* (Higher). They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Higher Latin: Translating *Unit Specification*
- ◆ Higher Latin *Course Specification*
- ◆ Higher Latin *Course Assessment Specification*
- ◆ Higher Latin *Course Support Notes*
- ◆ Higher Latin: Literary Appreciation Unit Support Notes

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to study detailed and complex Latin texts and to develop the language skills needed for translation. Learners also develop knowledge and understanding of vocabulary, accidence and syntax.

Learners who successfully complete this Unit will be able to:

- ◆ translate detailed and complex unseen Latin prose texts into English

This Unit is a mandatory Unit of the Higher Latin Course and is also available as a free-standing Unit.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 1 or 2)
- ◆ Latin (Intermediate 2) Course or relevant component Units
- ◆ any other relevant qualification or experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Latin *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress to:

- ◆ Advanced Higher Latin Course or any relevant component Units
- ◆ Higher Latin: Literary Appreciation Unit
- ◆ Classical Studies National Qualifications or relevant component Units
- ◆ further education, employment and/or training
- ◆ higher education

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *Latin: Translating* (Higher) Unit.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies a Unit completely or partially. This is naturally occurring evidence.

Some examples of naturally occurring evidence are contained in the table below.

Translate detailed and complex unseen Latin prose texts into English

Assessment Standards Translating	Gathering evidence
1.1 Applying knowledge and understanding of vocabulary, accidence and syntax 1.2 Conveying meaning using appropriate language, style and structure	<p>Learners could provide oral or written responses in the form of:</p> <ul style="list-style-type: none"> ◆ oral answers to questions ◆ written answers to questions ◆ written or oral comparison which picks out key language and ideas ◆ written or oral summaries of key ideas ◆ oral responses ◆ comprehension exercises ◆ tests on syntax ◆ choosing the right word according to context ◆ précis — one paragraph into one sentence ◆ unseen translation passages <p>Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.</p>

Some learning activities that could generate evidence which could be considered for this Unit include:

- ◆ group workshop translations/paired translations
- ◆ the use of online exercises and games as available on the Internet
- ◆ grammar reinforcement exercises and activities devised by learners as a competition
- ◆ grammar posters/collages
- ◆ peer marking
- ◆ self-assessment
- ◆ rewriting a passage in the passive voice
- ◆ investigation exercises in etymology
- ◆ traditional, individual translation exercises
- ◆ teacher-led topics

Thematic programmes where translation and literary study can focus on a particular topic in Roman culture could also be used and be linked into cross-curricular programmes.

The *Course Support Notes* for Higher Latin provide further useful guidance on learning and teaching approaches appropriate for this Unit.

It is important to ensure that learners' evidence satisfies all the Assessment Standards for the skills of translating.

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit *Latin: Translating* (Higher) this could include:

- ◆ compiling and maintaining electronic recording of assessment evidence
- ◆ web-based research
- ◆ interactive language tasks in electronic format
- ◆ word processing of written responses to questions
- ◆ using virtual learning environments (VLEs)
- ◆ using language-based websites to support learners to show understanding of key vocabulary
- ◆ online quizzes/tests

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Translation, accidentance and syntax

For translating, the Course will have to cover the mandatory aspects of accidentance, syntax and case usage, and practice in translation of unprepared prose passages appropriate to this level.

The following summary table shows the accidentance and syntax that may be encountered at Higher level:

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 <i>bonus, malus, multus, multi</i> (positive, comparative, superlative)
Adjectives: demonstrative: <i>hic, ille, is, iste, idem, ipse, alius, alter, ullus, nullus, totus, solus</i>
Adverbs: regular (positive, comparative, superlative)
Adverbs: irregular (positive, comparative, superlative) <i>bene, male, paulum, multum</i>
Adverbs: interrogative: <i>ubi, quo, unde, quomodo, quando, cur</i>
Pronouns: <i>ego, nos, tu, vos, se</i> and possessive adjectives
Pronouns: <i>hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam</i>
Verbs: all conjugations — all tenses active and passive
Verbs: deponent: all tenses, moods and participles
Verbs: irregular: <i>sum, fero, eo</i> and main compounds; <i>volo, nolo, malo, fio, possum</i>
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 <i>noli/nolite</i>
Syntax
Relative clauses with indicative and subjunctive
Purpose clauses; <i>ut ne</i> and <i>qui</i> , with subjunctive
Purpose clauses with gerund and gerundive
Result clauses: <i>ut</i> with subjunctive
Indirect statement
Direct command/prohibition
Indirect command/prohibition: <i>ut/ne</i> with subjunctive
Direct question
Indirect question

Causal clauses: <i>quod, quia</i> with indicative, <i>cum</i> with subjunctive
Temporal clauses: <i>ubi, postquam, antequam, cum, dum, donec, simulatque, priusquam, ut</i>
Concessive clauses: <i>quamquam, cum, quamvis</i>
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

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html
- ◆ The Classics Library — www.theclassicslibrary.com

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Translation corrected to translating, page 35.	Qualifications Manager	May 2015

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

© Scottish Qualifications Authority 2015