

# Draft National Unit Specification



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**Unit title:** Latin: Translating (National 5)

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the opportunity to study detailed Latin texts and to develop the language skills needed for detailed translation. Learners develop knowledge of detailed language in familiar contexts.

The Latin (National 5) Course provides learners with the opportunity to develop the language skills of translating, understanding, analysing, and evaluating. The two Units, taken together, include the language skills of translating, understanding, analysing, and evaluating. The Course provides the opportunity to integrate these language skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

Learners who complete this Unit will be able to:

- 1 Carry out a detailed translation of an unseen Latin prose text into English

This Unit is a mandatory Unit of the Latin (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

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:

- ◆ Latin (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Carry out a detailed translation of an unseen Latin prose text into English by:**

- 1.1 Using detailed vocabulary in some appropriate context
- 1.2 Recognising the detailed inflection of words
- 1.3 Identifying the detailed use of accident and syntax
- 1.4 Recognising the relationship within a clause and between clauses
- 1.5 Identifying the overall meaning in context with the support of specific word lists, as appropriate

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of detailed translation of an unseen Latin prose passage of at least 120 words from Latin into English.

The unseen Latin prose passage can be adapted so that sentences are relatively brief and typically contain only one subordinate clause. The passage can also have an English introduction and English linking material, as appropriate.

Evidence of learning outcomes can be in written, oral or digital form. Evidence can be gathered for individual outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment in one activity, or more.

Learners can have access to a full alphabetical word-list specific to the passage.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **1 Literacy**

#### 1.1 Reading

### **4 Employability, enterprise and citizenship**

#### 4.6 Citizenship

### **5 Thinking skills**

#### 5.3 Applying

#### 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** August 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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