

Guidance on the use of past paper questions for Higher Latin

The Curriculum for Excellence Higher Courses draw on the strengths of popular areas of study from Higher with the introduction of some new content. The purpose of this support document is to help centres and departments to identify suitable past paper questions/items that could be used, or possibly amended, to support learners in their preparation for sitting question papers (exams) as part of the Higher Course assessment. The advice in this document reflects questions selected from 2011 to 2013 [past papers](#). If you click on the highlighted links in the columns below, this will take you to the relevant past paper.

When utilising any past paper questions, you need to take into account the following:

- ◆ You must select questions that provide the learners with the same level of challenge as those in the Higher Specimen Question Paper.
- ◆ You may be able to use questions as published or with amendments as suggested in the columns below.
- ◆ You must use questions that adhere to the Higher General Marking Principles and reflect the form of detailed Marking Instructions as published in the Higher Specimen Question Paper.

If any change to a question/items is necessary, you must ensure that:

- ◆ the style and structure matches the Specimen Question Paper for Higher
- ◆ marking of the learner's response to the question adheres to the General Marking Principles in the Higher Specimen Question Paper
- ◆ Marking Instructions are amended to reflect the style of the Higher detailed Marking Instructions

The details below for the Higher should be read in conjunction with the relevant:

Mandatory documentation:

- ◆ Course Specification
- ◆ Unit Specifications
- ◆ Course Assessment Specification

Advice and guidance:

- ◆ Course and Unit Support Notes

Assessment:

- ◆ Question Paper Component:
 - general assessment information
 - general marking principles and detailed marking instructions

Related Information as provided in the relevant N5–Higher Course Comparison Document.

Key for the section below:

C — amend context as required

S — amend source as required

St — amend question style

Str — amend structure of the question

Not all topic/areas of study will appear every year due to the sampling techniques used in producing question papers.

<p style="text-align: center;">Information from the Course Assessment Specification</p> <p>Each Section of the question paper will be made up of restricted/extended response questions. Questions will sample the knowledge and understanding and apply skills described in the Further mandatory information on Course coverage section.</p>	<p style="text-align: center;">The columns below identify additional support questions from Higher Past Papers 2011 to 2013.</p>		
	<p>Higher</p>		
	<p style="text-align: center;">Use question as published</p>	<p style="text-align: center;">Amend question context/source</p>	<p style="text-align: center;">Amend question style/structure</p>
<p>Latin Literary Appreciation — 60 marks</p>			
<p>This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:</p> <ul style="list-style-type: none"> ◆ 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 <p>This question paper will have 60 marks (60% of the total mark).</p> <p>Learners will choose to answer on any two texts from a choice of five prescribed texts.</p> <p>The five prescribed texts, partly in Latin and partly in English, are:</p> <ul style="list-style-type: none"> ◆ Catullus: <i>Poems</i> (Selections) ◆ Ovid: ‘Pyramus and Thisbe’ and ‘Baucis and Philemon’ (selections from <i>Metamorphoses</i> 4 and 8) ◆ Virgil: ‘The story of Dido’ <i>Aeneid</i> (Selections from Books 1, 4 and 6) ◆ Pliny: <i>Letters</i> ‘The eruption of Vesuvius’ (Selections from Book 6, letters 16 and 20) ◆ Cicero: ‘The Governorship of Verres in Sicily’ (selections from <i>In Verrem V</i>) 		<p>Virgil <i>Aeneid VI</i> 2011 Q 5 — S</p> <p>2012 Q 5 (b) — C and S</p> <p>2013 Q 4 (a) — S Q 4 (b) — S</p>	
			<p>Plautus, <i>Rudens</i> his text no longer forms part of the prescribed text.</p> <p>Cicero, <i>In Verrem V</i></p> <p>2011 Q 1 — amend source references, rework using current structure and command words.</p>

<p>Marks will be awarded for:</p> <ul style="list-style-type: none"> ◆ 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 <p>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'.</p> <p>Learners must also answer a range of short-answer questions on each author chosen.</p>	<p><u>2011</u> Q 6 (a) Q 6 (b)</p> <p><u>2012</u> Q 5 (a) Q 5 (b)</p> <p><u>2013</u> Q 5(a) Q 5 (b)</p>	<p><u>2011</u> Q 2 — S Q 3 (a) — S Q 3 (b) — S</p> <p><u>2012</u> Q 2 (a) — S Q3 (a) — S Q 3 (b) — S Q 4 (a) — S Q 4 (b) — S</p> <p><u>2013</u> Q2 (a) — S Q2 (b) — S</p>	<p><u>2011</u> Q 4 (a) — S and Str Q 4 (b) — S and Str Q 5 — S and Str</p> <p><u>2012</u> Q2 (b) — S and Str</p> <p><u>2013</u> Q3 (a) — S and Str Q3 (b) — S and Str Q3 (c) — S and Str Q4 — S and Str</p> <p>Amend reference, restructure with current command words.</p> <p>Remove reference to use of language from MI.</p> <p>Reduce marks to allow for reduced scope since this section is now in translation.</p>
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Latin Translating — 40 marks

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.

All questions from:

[2011](#)

[2012](#)

[2013](#)

Resources

Additional Higher assessment support material is available here:

Education Scotland

www.educationscotland.gov.uk/

Glow

www.educationscotland.gov.uk/usingglowandict/

Glow Log-in

<https://secure.glowscotland.org.uk/login/login.htm>

SQA past papers

www.sqa.org.uk/pastpapers/findpastpaper.htm