

## National Unit Specification: general information

**UNIT** Latin: Translation (Intermediate 2)

**NUMBER** D083 11

**COURSE** Latin (Intermediate 2)

**UNIT** Classical Greek: Translation (Intermediate 2)

**NUMBER** D088 11

**COURSE** Classical Greek (Intermediate 2)

### SUMMARY

Each unit seeks to develop competence in the translation of Latin or Classical Greek language and helps candidates to understand and use language, and to gain insight into the Roman or Greek world.

### OUTCOME

Translate into English a simple adapted passage of Latin or Classical Greek prose.

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### Administrative Information

**Superclass:** FK

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## **National Unit Specification: general information (cont)**

**UNIT** Translation (Intermediate 2)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

#### **For Latin:**

- Standard Grade Latin grade 3 or 4
- unit or course awards at Intermediate 1 in Latin
- any other relevant qualification

#### **For Classical Greek:**

- Standard Grade Classical Greek grade 3 or 4
- unit or course awards at Intermediate 1 in Classical Greek
- any other relevant qualification

### **CREDIT VALUE**

#### **Latin**

2 credits at Intermediate 2.

#### **Classical Greek**

2 credits at Intermediate 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

## **National Unit Specification: statement of standards**

### **UNIT** Translation (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME**

Translate into English a simple adapted passage of Latin or Classical Greek prose.

#### **Performance criteria**

- (a) The translation conveys the author's meaning with reasonable accuracy.
- (b) The translation shows sufficient mastery of grammar to enable reasonably accurate rendering in English.

#### **Evidence requirements**

One successful translation is required. The passage to be translated will be unseen and from a prose author.

**Latin** - the passage will consist of approximately 120 words.

**Classical Greek** - the passage will consist of approximately 140-160 words.

The passage will be adapted so that sentences are relatively brief and typically contain only one subordinate clause. The passage will have an English introduction and English linking material as appropriate.

The only resource material provided to candidates for reference will be a full alphabetical word-list, specific to the passage. The translation must be done under invigilated test conditions. Where reassessment is required, a different passage should be used.

## **National Unit Specification: support notes**

### **UNIT Translation (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The passage should be of unseen prose, normally narrative. It may be taken from any appropriate prose author, including medieval.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The cut-off score for passing the assessment should be 50%.

A national bank of unit assessment instruments has been developed. These national assessment instruments serve two functions: providing evidence of attainment of unit outcomes; and providing evidence for course estimates and appeals. Therefore the marking system will be the same for both unit and course assessment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).