

LATIN
Higher

CLASSICAL GREEK
Higher

Sixth edition – published April 2003

**NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED APRIL 2003**

COURSE TITLE: Latin (Higher)

COURSE NUMBER: C014 12

and

COURSE TITLE: Classical Greek (Higher)

COURSE NUMBER: C015 12

National Course Specification:

Course Details: No changes

National Unit Specification:

All Units: Reduction in evidence requirements

National Course Specification

LATIN (HIGHER) CLASSICAL GREEK (HIGHER)

COURSE NUMBER	C014 12 Latin (Higher)
	C015 12 Classical Greek (Higher)

LATIN: COURSE STRUCTURE

This course comprises three mandatory units, as follows:

D083 12	<i>Translation (H)</i>	<i>1 credit (40 hours)</i>
D085 12	<i>Interpretation – Verse (H)</i>	<i>1 credit (40 hours)</i>
D086 12	<i>Interpretation – Prose (H)</i>	<i>1 credit (40 hours)</i>

CLASSICAL GREEK: COURSE STRUCTURE

This course comprises three mandatory units, as follows:

D088 12	<i>Translation (H)</i>	<i>1 credit (40 hours)</i>
D090 12	<i>Interpretation – Verse (H)</i>	<i>1 credit (40 hours)</i>
D091 12	<i>Interpretation – Prose (H)</i>	<i>1 credit (40 hours)</i>

In common with all courses, each course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of each course and advice on its use is included in the course details.

Administrative Information

Publication date:	April 2003
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National Course Specification: general information (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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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 1, 2 or 3
- Intermediate 2 Latin or its component units
- any other relevant qualification

For Classical Greek:

- Standard Grade Classical Greek grade 1, 2 or 3
- Intermediate 2 Classical Greek or its component units
- any other relevant qualification

CORE SKILLS

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

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE	Latin (Higher) Classical Greek (Higher)
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RATIONALE

Each course offers broad-based learning experiences combining linguistic, cultural and heritage awareness.

A knowledge of Latin or Classical Greek, which are highly inflected languages, accelerates the learning of other languages, particularly the Romance languages and modern Greek, by providing a structural framework for language acquisition in general.

Knowledge of the words used in the languages enhances the knowledge of English vocabulary and awareness of the structure of English, while also contributing to the understanding of scientific and technological vocabulary.

The art of translation develops linguistic problem-solving by promoting precision and clarity of thought and expression, along with such valuable skills as close reading, recall, review and evaluation, analysis, synthesis, and the ability to predict and make inferences. Development of these skills will help to prepare candidates for the world of work.

The study of the literature affords candidates the opportunity to read some of the world's greatest literature in the original, while its interpretation will foster a critical attitude to reading. This develops the core skill of written communication.

Through the reading of texts, whether for interpretation or translation, a more detailed acquaintance with the society within which they were produced will be gained. Such study provides candidates with opportunities to further their personal and social development through positive attitudes towards other peoples and societies.

Moreover, in a society that owes its democratic ideals to the Greeks and its orientation towards Europe and the wider community to the Romans, a study of those peoples is especially valuable for understanding rights and responsibilities and community and global relationships. Given, too, the importance of the Mediterranean area for tourism, and the popular interest in history and archaeology seen in the media, candidates may also use their interest in the language in lifelong education and leisure.

The aims therefore of the Higher Latin course are:

- 1 to develop the candidate's competence in Latin language;
- 2 to increase understanding and appreciation of Latin literature;
- 3 to help candidates understand and gain an insight into the Roman world.

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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The aims of the Higher Classical Greek are:

- 1 to develop the candidate's competence in Classical Greek language;
- 2 to increase understanding and appreciation of Classical Greek literature;
- 3 to help candidates understand and gain an insight into the Greek world.

It should be noted that the third aim is taught in an integrated way and is not formally assessed. It permeates the entire course.

COURSE CONTENT

Summary

The component units of each course will normally be taught concurrently, though some may prefer to take Verse before Prose or vice versa. The Translation unit meets Aim 1, to develop the candidate's competence in the language, and the Interpretation units meet Aim 2, to increase understanding and appreciation of the literature. Aim 3, to help candidates understand and gain an insight into the ancient world, permeates all units and is not assessed.

All of the course content, set out below, will be subject to sampling in the external assessment.

Translation

In Latin, study of accidence, syntax and case usage, and practice in translation of unprepared prose passages usually taken from the author prescribed in *Interpretation (Prose)*.

In Classical Greek, study of accidence, syntax and case usage, and practice in translation of unprepared prose passages usually taken from the authors prescribed in *Interpretation (Prose)*.

Interpretation (Verse)

Study of prescribed verse texts, all of which will be prescribed, to be read partly in the original language and partly in English. There will be a choice of authors.

Prescriptions for the first year of the examination, and until further notice, will be as follows:

Latin

Virgil, *Aeneid* VI, lines 268-476 (in Latin); lines 1-267 (in English).

or

Plautus, *Rudens*, lines 485-705 (in Latin); lines 1-484 (in English).

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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Classical Greek

Homer, *Odyssey IX**, lines 307-566 (in Greek); *Odyssey IX*, lines 1-306 and *Odyssey X*, lines 1-454 (in English).

or

Sophocles, *Oedipus Tyrannus*, lines 834-862, 924-1085, 1110-1185 (in Greek); the rest of play (in English).

Interpretation (Prose)

Study of prescribed prose texts, all of which will be prescribed, to be read partly in the original language and partly in English. There will be a choice of authors in Classical Greek.

Latin

Cicero, *In Verrem V*, 63-73 (line 7) (in Latin); 26-34 and 59-62 (in English).

Classical Greek

Thucydides, Book II, 3-6, 40, 53-54 (in Greek); 1-2, 34-39, 47-52 (in English).

or

Plato, *Republic I*, 338c-339d (line 3), 343d-344c and *Republic II*, 357a-358d (in Greek); *Republic I*, 336b-338b, 339d (line 4) -343c, 344d-345a, 351b-352b, 352d, 353d-354b and *Republic II*, 358e-360d (in English).

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

The skills of Translation

The candidate should be able to:

- recognise vocabulary and recall or discover its meaning
- recognise the category of words (eg nouns, verbs)
- recognise the inflection of words
- apply knowledge of accentuation
- apply knowledge of syntax
- analyse relationships within a clause and between clauses
- express overall meaning in context

* A vocabulary for this text is available from SQA on request.

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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Accidence and syntax

The following accidence and syntax have to be known for Translation at Higher:

Latin accidence:

- 1 nouns: all declensions;
- 2 adjectives: regular adjectives (positive, comparative and superlative); the following irregular adjectives (positive, comparative and superlative): *bonus, malus, parvus, magnus, multus, multi*; demonstrative and emphatic adjectives: *hic, ille, is, iste, idem, ipse; alius, alter, ullus, nullus, totus, solus, uter, neuter*;
- 3 adverbs: regular adverbs (positive, comparative and superlative); the following irregular adverbs (positive, comparative and superlative): *bene, male, paulum, magnopere, multum*; interrogative adverbs: *ubi, quo, unde, quomodo, quando, cur*;
- 4 pronouns: *ego, nos, tu, vos, se* (and possessive adjectives); *hic, ille, is, iste, idem, ipse; qui, quis, quisque, aliquis, quisquam*;
- 5 numerals: cardinals 1-20; multiples of 10; 100; multiples of 100; 1000; *milia*; Roman symbols for these numerals; ordinals 1-10;
- 6 verbs: all conjugations;
- 7 tenses: indicative – all tenses active and passive; subjunctive – all tenses active and passive; imperative active and passive; infinitive – all tenses active and passive; participles – all tenses active and passive;
- 8 deponent verbs: all tenses, moods and participles;
- 9 irregular verbs: *sum, fero, eo* and their main compounds; *volo, nolo, malo, fio*.

Latin syntax:

- 10 direct statement, command, question;
- 11 subjunctives of wish and command;
- 12 use of historic present and historic infinitive;
- 13 indirect statement, command, question;
- 14 purpose: clauses introduced by *ut* and *ne*; clauses introduced by relative pronoun; clauses introduced by *quo*; expressed by gerund/gerundive; expressed by supine;
- 15 result clauses;
- 16 causal clauses introduced by *quod, quia, cum*, relative pronoun;
- 17 concessive clauses introduced by *quamquam, cum, quamvis*;
- 18 temporal clauses introduced by *ubi, cum, ut, postquam, antequam, priusquam, dum, donec*;
- 19 fearing clauses;
- 20 conditional clauses with indicative and subjunctive;
- 21 relative clauses with indicative and subjunctive;
- 22 gerunds and gerundives (obligation and attraction);
- 23 impersonal passive;
- 24 impersonal verbs;
- 25 predicative dative;
- 26 all uses of participles, including ablative absolute;
- 27 ablative absolute using nouns, pronouns and adjectives.

National Course Specification: course details (cont)

COURSE Latin (Higher)
Classical Greek (Higher)

Case usage:

- 28 nominative: subject;
- 29 vocative;
- 30 accusative: object; with prepositions; place; time; distance; subject in indirect statement; exclamation;
- 31 genitive: possessive; descriptive; subjective; objective; partitive; value; with certain verbs;
- 32 dative: indirect object; agent (with gerundive); possession; predicative; with certain verbs;
- 33 ablative: with prepositions; place, time; price; instrumental; descriptive; comparative; adverbial; with certain verbs;
- 34 locative.

Classical Greek accidence:

As for Intermediate 1 and Intermediate 2, with the following additions:

- 1 nouns: add irregular nouns: δένδρον, θεμῖς, ὄνειρος, ὄναρ, οὖς, Πηνυξ, πρεσβυς, υἱός;
- 2 adjectives: add: ἕκων and comparison of μικρός and πένης; also relative adjectives ὅσος, ὅποσος, ὅποιος;
- 3 pronouns: add σφας, σφων, σφισι;
- 4 numerals: add cardinals 11-20; multiples of 10; multiples of 100;
- 5 verbs: regular verbs in -ω, -αω, -εω, -οω (all moods, voices and tenses except pluperfect and future perfect);
- 6 verbs: δίδωμι, τιθῆμι and φημι (all moods, voices and tenses except pluperfect and future perfect);
- 7 verbs: δεικνυμι, ἴημι, ἴστημι indicative (active, middle and passive): present, future, imperfect, aorist, perfect; imperative (active, middle): present, aorist; infinitive (active, middle, passive): present, future, aorist; participles (active, middle, passive): present, future, aorist;
- 8 irregular verbs: εἰμί [sum], εἶμι [ibo], οἶδα, δεδοικα, ἔοικα;
- 9 impersonal verbs: δει, δοκει, ἔξεστι, μελει, πρεπει, προσηκει, συμβαινει, συμφερει, ὑπαρχει, χρη;
- 10 candidates are expected to be familiar with the principal parts of the above verbs together with:

ἄγγελω	ἄγω	αἶρεω	αἰσθνομαι	ἄκουω	ἄλισκομαι
ἄμαρτανω	βαινω	βαλλω	βουλομαι	γιγνομαι	γιγνωσκω
δυναμαι	ἐλαυνω	ἐρχομαι	εὕρισκω	ἔχω	θνησκω
ἰκνεομαι	ἴστημι	καλεω	κτεινω	λαμβάνω	λανθανω
λεγω	λειπω	μανθανω	μαχομαι	μενω	νομιζω
ὄλλυμι	ὄμνυμι	ὄραω	πασχω	πειθω	πεμπω
πιπτω	πραττω	πυνθανομαι	στελλω	τρεπω	τυγχανω
ὑπισχνεομαι	φαινω	φερω	φευγω	φθανω	φθειρω
φοβεομαι					

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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A copy of a full list of the principal parts of these verbs is available from SQA on request.

Classical Greek syntax:

- 11 use of participles, including the article and the participle, the genitive absolute, the accusative absolute, ὡς with the future participle (purpose), καιπερ with the participle (concession), and the completion of the verbs λανθανω, τυγχανω, φαινομαι, φθανω;
- 12 direct statement;
- 13 direct command and prohibition;
- 14 direct question;
- 15 indirect command;
- 16 indirect question (introduced by the direct and indirect interrogative followed by the indicative or optative);
- 17 indirect statement: the nominative and infinitive, the accusative and infinitive, verbs of perception with the participle, ὅτι and ὡς with the indicative;
- 18 verbs of fearing;
- 19 temporal clauses (including uses of πρην);
- 20 indefinite clauses (subjunctive + ἄν, optative);
- 21 relative clauses (with the indicative only);
- 22 causal clauses;
- 23 conditional clauses (using εἰ with the indicative and optative, εἰαν with subjunctive, ἄν in the apodosis);
- 24 result clauses (ὥστε with the infinitive or indicative);
- 25 purpose clauses (ὡς with the future participle; ἵνα and ὅπως with subjunctive and optative; relative pronoun and future indicative);
- 26 expressions of concession (καιπερ with the participle);
- 27 infinitive with article used as noun;

Case usage:

- 28 nominative: subject;
- 29 accusative: direct object; with prepositions; time; distance; subject in indirect statement; accusative absolute;
- 30 genitive: possession; subjective; objective; partitive; with certain verbs; after certain adjectives; genitive absolute; with prepositions; comparison; time;
- 31 dative: with prepositions; indirect object; with certain verbs; possession (with εἰμι [sum]); cause/instrument/agent; time.

The skills of Interpretation

The candidate should be able to:

- extract information from a text
- explain content
- identify the main idea(s) or theme(s) of a text
- draw inferences about intended effect from choice of words
- explain the author's technique
- make a statement of personal response
- justify statement of personal response

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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Integration of skills

Candidates may take one or more of the component units on a free-standing basis. In studying an Interpretation unit, the candidate would also use translation skills; in undertaking a Translation unit, the candidate benefits from understanding of context or author's style – the very skills that Interpretation imparts.

Where candidates are studying a course as a whole, this integration of skills is much more significant. Moreover, the two Interpretation units are teaching exactly the same skills within different genres. As candidates are likely to be studying two or three of these units concurrently, each course should provide a sustained and progressive learning experience, offering to candidates:

- reinforcement of teaching points where necessary, some of which cover areas from different units and so aid integration
- extra reading to improve translation skills but also to develop interpretative skills
- time for more structured development of contextual knowledge, to assist candidates in tackling unseen translation
- individual remediation time in addition to that within the 40-hour units

ASSESSMENT

To gain the award of the course, the candidate must pass all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment for Higher Latin and Classical Greek will take the form of examination question papers.

There will be two examination question papers, as follows:

Interpretation	(2 hours)	worth 100 marks
Translation	(45 minutes)	worth 50 marks

National Course Specification: course details (cont)

COURSE	Latin (Higher) Classical Greek (Higher)
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Interpretation

The paper will test skills of Interpretation by means of questions set on the prescribed verse literature (50 marks) and on the prescribed prose literature (50 marks).

The skills of Interpretation to be assessed will be those set out in the section on Course Content.

For Latin, a question on scansion (dactylic hexameters only) will be set. For Classical Greek, a question on scansion (dactylic hexameters or iambic trimeters, as appropriate) will be set.

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

Translation

The skills of Translation to be assessed will be those set out in the section on Course Content.

Latin – this paper will consist of a passage of unseen prose, normally narrative, of approximately 120 words. Only one passage will be set. The passage will be taken from the prose author who has been prescribed for Interpretation. The passage will normally be subdivided, with introduction and linking material in English.

Classical Greek – this paper will consist of a passage of unseen prose, normally historical or philosophical, of approximately 130 words. There will be a choice between a historical passage and a philosophical one. The passages will be taken from the prose authors who have been prescribed for Interpretation. The passage will normally be subdivided, with introduction and linking material in English.

Candidates will be expected to be familiar with the accidence and syntax in the prescribed lists (see section on Course Content). A full alphabetical word-list specific to the passage will be provided. In addition, assistance will be given with words and phrases likely to cause difficulty.

The marking scheme will be based on the system of essential ideas: further details are provided in exemplar assessments.

GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers/lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

Translation

GRADE C	GRADE A
Without prior knowledge of the passage set, which is from an appropriate work, the candidate produces a reasonably accurate translation of much of the passage, with only some omissions and/or errors of detail.	Without prior knowledge of the passage set, which is from an appropriate work, the candidate produces a reasonably accurate translation of the passage, with only some omissions and/or errors of detail.

National Course Specification: course details (cont)

COURSE Latin (Higher)
Classical Greek (Higher)

Interpretation (Verse) and (Prose)

GRADE C	GRADE A
The candidate expresses the main concerns of the text, bringing forward some evidence.	The candidate expresses the main concerns of the text, bringing forward fuller evidence and/or, where relevant, relating main themes to sub-themes or other parts of the prescription.
The candidate gives a description of an author's technique.	The candidate gives a description and explanation of an author's technique.
The candidate shows personal response to the text or sections of the text and gives simple justification of the responses made.	The candidate gives a detailed personal response to the text or sections of the text and gives justification of the responses.

APPROACHES TO LEARNING AND TEACHING

The study of Latin or Classical Greek is to be seen as a tripartite activity for teacher/lecturer and candidate alike, since a knowledge of language is needed before literature is appreciated as the author first presented it, while the appreciation of literature greatly assists their understanding of the language with greater sensitivity. Integrated into the study of both language and literary appreciation is the background knowledge of the history and culture of the author's era.

Translation

While the aims for Higher are the same as for the levels which articulate with Higher, a higher level of attainment will be expected from candidates. While full word-lists will continue to be used in course and unit assessments, in classwork candidates will also profit from using dictionaries both for general reference skills and to articulate with Advanced Higher. They should also continue to learn vocabulary, to instil the confidence without which no real progress in the language can be maintained.

It is envisaged that careful selection by staff of passages suitably constructed and adapted in respect of vocabulary, construction and content will allow candidates to progress. If appropriate, oral work may complement written practice and pupils may often benefit from working in groups or pairs. Sometimes there will be an advantage in redoing first versions into improved English renderings. Practice in translation may be obtained through the use of discrete passages as well as through continuous texts.

Interpretation

To gain an aesthetic and critical appreciation of an author's work, candidates will study the text in much greater depth, for here it is the skills of interpretation that are being applied. The Higher units in Interpretation, while contributing to improvement in language skills, will be studied primarily from a literary standpoint. The literature studied includes the work of authors such as Virgil and Homer. Where appropriate, comparison will also be made with authors known to the candidates in English or other languages.

National Course Specification: course details (cont)

COURSE Latin (Higher)
 Classical Greek (Higher)

SPECIAL NEEDS

This course 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).

National Unit Specification: general information

UNIT Translation (Higher)

NUMBER D083 12

COURSE Latin (Higher)

UNIT Translation (Higher)

NUMBER D088 12

COURSE Classical Greek (Higher)

SUMMARY

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

OUTCOME

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

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National Unit Specification: general information (cont)

UNIT Translation (Higher)

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 1, 2 or 3
- Intermediate 2 Latin or its component units
- any other relevant qualification

For Classical Greek:

- Standard Grade Classical Greek grade 1, 2 or 3
- Intermediate 2 Classical Greek or its component units
- any other relevant qualification

CREDIT VALUE

Latin

1 credit at Higher.

Classical Greek

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Translation (Higher)

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 demanding 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 the prescribed prose author.

Latin – the passage will consist of approximately 120 words.

Classical Greek – the passage will consist of approximately 130 words.

While the passage may be adapted, it will contain most of the main syntactical constructions and will include complex clause structures. 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 (Higher)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The passage should be of unseen prose and taken from the prescribed prose author.

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. The marking system will therefore 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).

National Unit Specification: general information

UNIT Interpretation – Verse (Higher)
NUMBER D085 12
COURSE Latin (Higher)

UNIT Interpretation – Verse (Higher)
NUMBER D090 12
COURSE Classical Greek (Higher)

SUMMARY

Each unit seeks to develop appreciation of Latin or Greek literature and helps the candidates to understand and gain an insight into the Roman or Greek world.

OUTCOMES

- 1 Explain the content of prescribed texts of Latin or Classical Greek verse.
- 2 Describe the author's technique within prescribed texts of Latin or Classical Greek verse.
- 3 Make a personal response to prescribed texts of Latin or Classical Greek verse with justification.

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National Unit Specification: general information (cont)

UNIT Interpretation – Verse (Higher)

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 1, 2 or 3
- Intermediate 2 Latin or its component units
- any other relevant qualification

For Classical Greek:

- Standard Grade Classical Greek grade 1, 2 or 3
- Intermediate 2 Classical Greek or its component units
- any other relevant qualification

CREDIT VALUE

Latin

1 credit at Higher.

Classical Greek

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Interpretation – Verse (Higher)

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 1

Explain the content of prescribed texts of Latin or Classical Greek verse.

Performance criteria

- (a) The explanation shows reasonably accurate knowledge of the information contained in the texts, bringing forward some evidence.
- (b) The explanation conveys reasonably clear understanding of some of the ideas or allusions contained in the texts, bringing forward some evidence.
- (c) The explanation clearly identifies the main theme or themes of the texts, bringing forward some evidence.

OUTCOME 2

Describe the author's technique within prescribed texts of Latin or Classical Greek verse.

Performance criteria

- (a) Description is given of some of the complex ways in which the author chooses and arranges words to convey meaning.
- (b) The description is based on knowledge of complex aspects of the author's techniques and their effects.

OUTCOME 3

Make a personal response to prescribed texts of Latin or Classical Greek verse with justification.

Performance criterion

The response and the justification are clear.

Evidence requirements

Candidates must pass one assessment. Interpretation will be assessed by questions on prescribed literature in verse demanding short answers, restricted response and extended response. There may be choice within the questions. The assessment should cover both the sections prescribed for study in the original language and the sections prescribed for study in English. Questions will be phrased so as to guide answers in respect of author's technique. The assessment must be done under invigilated test conditions. Where reassessment is required, different questions should be used.

National Unit Specification: support notes

UNIT Interpretation – Verse (Higher)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The text for interpretation will be as prescribed in the Course Arrangements:

Latin – from Virgil or Plautus;

Classical Greek – from Homer or Sophocles.

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. The marking system will therefore 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).

National Unit Specification: general information

UNIT Interpretation – Prose (Higher)
NUMBER D086 12
COURSE Latin (Higher)

UNIT Interpretation – Prose (Higher)
NUMBER D091 12
COURSE Classical Greek (Higher)

SUMMARY

Each unit seeks to develop appreciation of Latin or Greek literature and helps the candidates to understand and gain an insight into the Roman or Greek world.

OUTCOMES

- 1 Explain the content of prescribed texts of Latin or Classical Greek prose.
- 2 Describe the author's technique within prescribed texts of Latin or Classical Greek prose.
- 3 Make a personal response to prescribed texts of Latin or Classical Greek prose with justification.

Administrative Information

Superclass: FK
Publication date: April 2003
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National Unit Specification: general information (cont)

UNIT Interpretation – Prose (Higher)

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 1, 2 or 3
- Intermediate 2 Latin or its component units
- any other relevant qualification

For Classical Greek:

- Standard Grade Classical Greek grade 1, 2 or 3
- Intermediate 2 Classical Greek or its component units
- any other relevant qualification

CREDIT VALUE

Latin

1 credit at Higher.

Classical Greek

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in *The Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Interpretation – Prose (Higher)

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 1

Explain the content of prescribed texts of Latin or Classical Greek prose.

Performance criteria

- (a) The explanation shows reasonably accurate knowledge of the information contained in the texts, bringing forward some evidence.
- (b) The explanation conveys reasonably clear understanding of some of the ideas or allusions contained in the texts, bringing forward some evidence.
- (c) The explanation clearly identifies the main theme or themes of the texts, bringing forward some evidence.

OUTCOME 2

Describe the author's technique within prescribed texts of Latin or Classical Greek prose.

Performance criteria

- (a) Description is given of some of the complex ways in which the author chooses and arranges words to convey meaning.
- (b) The description is based on knowledge of complex aspects of the author's techniques and their effects.

OUTCOME 3

Make a personal response to prescribed texts of Latin or Classical Greek prose with justification.

Performance criterion

The response and the justification are clear.

Evidence requirements

Candidates must pass one assessment. Interpretation will be assessed by questions on prescribed literature in prose demanding short answers, restricted response and extended response. There may be choice within the questions. The assessment should cover both the sections prescribed for study in the original language and the sections prescribed for study in English. Questions will be phrased so as to guide answers in respect of author's technique. The assessment must be done under invigilated test conditions. Where reassessment is required, different questions should be used.

National Unit Specification: support notes

UNIT Interpretation – Prose (Higher)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The text for interpretation will be as prescribed in the Course Arrangements:

Latin – from Cicero;

Classical Greek – from Thucydides or Plato.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

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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).