![SQA logo]

SCQF level 5
Unit Specification

Latin: Literary Appreciation

SCQF: level 5 (9 SCQF credit points)

Unit code: J235 75

Unit outline

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 texts in Latin and translated into English. Learners also develop knowledge and understanding of Roman culture.

Learners who complete this Unit will be able to:

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

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide 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 *Unit Assessment Support*.

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:

♦ National 4 Latin Course or relevant component Units

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.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1   Understand, analyse and evaluate detailed texts in Latin and translated into English by:

1.1   Identifying and explaining main ideas and themes
1.2   Identifying and explaining how literary techniques are used to convey meaning
1.3   Communicating an appropriate critical response
1.4   Identifying and explaining aspects of Roman culture

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 understanding, analysing and evaluating at least two detailed texts partly in Latin and partly translated into English. The texts will be of two different types.

Evidence can be in written or oral form.

Texts in Latin and translated into English can include written or digital texts.

Exemplification of assessment is provided in *Unit Assessment Support*. 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 as 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.*

Appendix: Unit support notes

Introduction

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

♦ the *Unit Specification*
♦ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

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* (National 5*)* 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 that 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.

Evidence generation
The Unit assessment for Literary Appreciation will typically consist of questions set on the prescribed texts which have been studied, allowing learners to demonstrate their understanding, analysis and evaluation of the text.

Evidence can be gathered for individual Outcomes or holistically.
Learners may give their responses orally or in writing. Oral evidence could be filmed, transcribed, recorded or by means of an observation check list which can be used to record evidence for assessment.

As all assessment for Units will be carried out internally, learners will need to generate evidence to show that their performance in this Unit meets the required standard.
To this end, assessors may wish to compile a folder of evidence for each learner.

Some learning activities which could be considered and used to generate evidence for this Unit include:

♦ discussion of teacher-led topics
♦ discussion of literary texts, as a class or in pairs or groups
♦ comparison with literary texts from other cultures
♦ individual or group research and presentation
♦ art or craft work
♦ visits to sites, museums and institutions
♦ guest speakers/demonstrators
♦ radio, television, film and online presentations

Thematic approaches may focus on a particular topic in Roman culture and these could also be linked into cross-curricular programmes.

All of these learning and teaching activities can be used to generate evidence of the Assessment Standards for the National 5 Latin Literary Appreciation Unit.

Through the study of the prescribed texts, assessors should encourage learners to consider and evaluate some of the following literary techniques;

♦ alliteration
♦ simile
♦ word choice
♦ tone
♦ structure
♦ repetition
♦ rhetorical question
♦ metaphor
♦ onomatopoeia
♦ assonance
♦ exclamation
♦ direct speech
♦ vivid present
♦ climax
♦ anti-climax
♦ personification

as they occur naturally in the texts.

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*' (National 5), 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

Texts for Literary Appreciation

The prescribed texts for National 5 level are:

♦ Catullus: "Love Poems" selection
♦ Ovid: "Daedalus and Icarus" (selections from Metamorphoses VIII)
♦ Virgil: "The Fall of Troy" (selections from Aeneid II)
♦ Pliny: "The Haunted House" (selections from Letter VII.27); "The Dolphin" (selections from Letter IX.33)
♦ Cicero: "The Governorship of Verres in Sicily" (selections from In Verrem IV)

Study of verse and prose texts at this level will 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.

Reference documents

The following reference documents will provide useful information and background.

- [National 5 Latin subject page](#)
- [Assessment arrangements web page](#)
- [Building the Curriculum 3–5](#)
- [Design Principles for National Courses](#)
- [Guide to Assessment](#)
- [SCQF Framework and SCQF level descriptors](#)
- [SCQF Handbook](#)
- [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- [Educational Research Reports](#)
- [SQA Guidelines on e-assessment for Schools](#)
- [SQA e-assessment web page](#)
- The Classics Library – www.theclassicslibrary.com
- LacusCurtius — A Gateway to Ancient Rome — http://penelope.uchicago.edu/Thayer/E/Roman/home.html

Combining assessment within the Unit

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

Published: July 2019 (version 2.0)

Superclass: FK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019