SCQF level 5
Unit Specification

Latin: Translating

SCQF: level 5 (9 SCQF credit points)

Unit code: J231 75

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 translation. Learners also develop knowledge and understanding of vocabulary, accidence and syntax.

Learners who complete this Unit will be able to:

1   Translate detailed unseen Latin prose texts 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   Translate detailed unseen Latin prose texts into English by:

1.1   Applying knowledge and understanding of vocabulary, accidence and syntax
1.2   Conveying overall meaning using appropriate language, style and structure

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 translating at least one detailed unseen Latin prose text from Latin into English.

Evidence should be gathered in combination with the Outcomes from the *Latin: Literary Appreciation* (National 5) Unit. Evidence may also be gathered for individual Outcomes as appropriate.

Evidence can be in written or oral form.

Learners will have access to a full alphabetical word list specific to the passage. 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: Translating (*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.

Evidence generation
The Unit assessment for translating will typically consist of one unseen Latin prose passage accompanied by a word-specific list of vocabulary. Evidence of translating one detailed unseen Latin prose text will be required.

Some examples of naturally occurring evidence are contained in the table below.

Translate a detailed unseen Latin prose text into English

Assessment Standards Translating	Gathering evidence
1.1 Applying knowledge and understanding of vocabulary, accidence and syntax 1.2 Conveying overall meaning using appropriate language, style and structure	Learners' oral or written responses in the form of: ♦ oral answers to questions ♦ written answers to questions ♦ written or oral comparison which picks out key language and ideas ♦ written or oral summaries of key ideas ♦ oral responses Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.

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

Some learning activities which could be considered for this Unit include:

♦ traditional, individual translation exercises
♦ teacher-led topics
♦ group workshop translations

- sorting exercises to establish and reinforce case/number/gender relations, presented in the form of puzzles
- the use of online exercises and games
- grammar reinforcement exercises and activities devised by learners as a competition
- games, puzzles, investigation exercises in etymology

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

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: Translating (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)
- using language-based websites to support learners to show understanding of key vocabulary
- online quizzes/tests

Accidence and Syntax

For translating, the Unit needs to cover the mandatory aspects of accidence, syntax and case usage, and practice in translation of unprepared prose passages appropriate to this level.

The following summary table shows the Accidence and Syntax which may be encountered at National 5 level:

Accidence
Nouns: declensions 1–5 (all common case usages)
Adjectives: regular (positive, comparative, superlative)
Irregular Adjectives: *bonus, malus, multus, magnus, parvus* (positive, comparative, superlative)
Adverbs: regular (positive, comparative, superlative)
Pronouns: ego, nos, tu, vos, se and possessive adjectives; hic, ille, is, idem, qui, quis
Pronouns: ipse, alter, nullus
Verbs: regular, indicative — all tenses active except future perfect, all persons
Verbs: regular, indicative — all tenses passive except future perfect, 3rd person only
Subjunctive: present, imperfect and pluperfect active – 3rd person only
Subjunctive: present and imperfect passive – 3rd person only
Infinitive: present active, perfect active
Participle: present active, perfect passive
Imperative: present active including *noli/nolite*
Irregular verbs: sum, eo, nolo, volo
Syntax
Relative clauses with indicative only
Purpose clauses; *ut* and *ne* with subjunctive
Result clauses: *ut* with subjunctive
Indirect statement
Direct command/prohibition
Indirect command/prohibition: *ut/ne* with subjunctive
Direct question
Indirect question
Causal clauses: *quod, quia* with indicative, *cum* with subjunctive
Temporal clauses: *cum, ubi, postquam, antequam* with indicative, *cum* with subjunctive
Temporal clauses: *dum, simulatque* with indicative
Concessive clauses: *quamquam* with indicative
Conditional clauses: with indicative only
Participle use: present/perfect active and passive including Ablative Absolute

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

Combining assessment within Units

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

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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