Latin: Literary Appreciation

SCQF: level 6 (9 SCQF credit points)

Unit code: J236 76

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

Learners who complete this Unit will be able to:

1   Understand, analyse and evaluate detailed and complex 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 5 Latin Course or relevant 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 and complex 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 and complex texts partly in Latin and partly translated into English. The texts will be of two different types.

Evidence may also be gathered for individual Outcomes where appropriate.

Evidence of Outcomes 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* (SCQF level 6) 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 which 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.

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

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

Assessment Standards — *Literary Appreciation*	Gathering evidence
1.1 Identifying and explaining main ideas and themes	Learners could: ♦ summarise in one sentence main ideas/themes of the chosen passage ♦ create mind maps reflecting main ideas and themes
1.2 Identifying and explaining how literary techniques are used to convey meaning	♦ Identify literary techniques in the unseen section. ♦ compare and criticise two translations of the same piece of Latin ♦ Write a piece in English inspired by or modelled on one of the authors studied. ♦ Analyse a piece of modern writing and compare its style and features to a similar Latin text. ♦ Produce a mind map reflecting how the techniques are used by different authors

Assessment Standards — *Literary Appreciation*		Gathering evidence
1.3	Communicating an appropriate critical response	◆ Produce a an article reporting the event from one of the texts studied ◆ Produce a flow chart/mind map reflecting events as told in one of the events ◆ Identify flaws in argument (allowing use of critical thinking). ◆ Produce a reflective 'letter home'/diary. ◆ Write an attack on/defence of one of the characters
1.4	Identifying and explaining aspects of Roman culture	◆ Produce a guidebook/advertising brochure, inspired by one of the texts ◆ Respond to questions on a range of aspects of Roman culture such as: — treatment of slaves — corruption of government officials — provincial government.

Learners' oral or written responses can be 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.

The Unit assessment for *Literary Appreciation* will typically consist of questions set on the literature which has been studied. The questions should cover the Outcome and Assessment Standards for the Unit allowing learners to demonstrate their understanding, analysis and evaluation of the text in a range of ways such as those shown above.

Evidence can be gathered for individual Outcomes or holistically and can be in written, oral or digital form.

Thematic approaches to learning and teaching — where translation activities and literary appreciation activities focus on a particular topic in Roman culture — could also be used and be linked into cross-curricular programmes.

Learning activities which could be considered for this Unit and used to support generation of evidence include:

♦ teacher/lecturer-led topics
♦ discussion of literary texts, as a group or in pairs or groups
♦ debates
♦ presenting the case for/against a character featured in one of the texts
♦ comparison with literary texts from other cultures
♦ individual or group research and presentation, eg using PowerPoint
♦ art or craft work
♦ visits to sites, museums and institutions
♦ guest speakers/demonstrators
♦ radio, television, film and online presentations

It is important to ensure that learners' responses satisfy all the Assessment Standards for the skills of understanding, analysis and evaluation, if the piece of evidence is to be used to evidence them all.

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

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

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* (Higher) 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 five prescribed texts, partly in Latin and partly in English, are:

Catullus: *Poems* (selections)
Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
Virgil: 'The story of Dido' (selections from *Aeneid* I, IV and VI)
Pliny: *Letters* 'The eruption of Vesuvius' (selections from letters VI.16 and VI.20
Cicero: 'The Governorship of Verres in Sicily' (selections from *In Verrem* V)

The details of the selections for each text are available on the Latin pages of SQA's website in a single file, together with individual files for each author. These files can be downloaded by centres.

Study of verse and prose texts at this level will be read partly in the original language and partly in English.

Reference documents

The following reference documents will provide useful information and background.

- [Higher Latin subject page](#)
- [Assessment arrangements web page](#)
- [Building the Curriculum 3–5](#)
- HYPERLINK "http://www.sqa.org.uk/sqa/2424.html" Guide to Assessment
- [Guidance on conditions of assessment for coursework](#)
- [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](#)
- *Principles and practice papers for curriculum areas*
- The Classics Library — www.theclassicslibrary.com

The SCQF framework, level descriptors and handbook are available on the SCQF website.

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

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Superclass: FK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Page 3 – Evidence Requirement for the Unit: The sentence 'All Assessment Standards must be achieved in each piece of evidence' has been removed	Qualifications Development Manager	April 2014
2.0	Level changed from Higher to SCQF level 6. Unit support notes added.	Qualifications Manager	September 2018
3.0	Unit code updated	Qualifications Manager	July 2019