Course/Unit Support Notes

SQA

Advanced Higher Latin Course/Unit Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Latin Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory information:
♦ Course Specification
♦ Course Assessment Specification
♦ Unit Specifications

Assessment support:
♦ Specimen and Exemplar Question Papers and Marking Instructions
♦ Exemplar Question Paper Guidance
♦ Guidance on the use of past paper questions
♦ Coursework Information:
  — General assessment information
  — Coursework Assessment Task*
♦ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information

Advanced Higher Course Comparison

Further information on the Course/Units for Advanced Higher Advanced Latin

This information begins on page 16 and both teachers and learners may find it helpful.

General guidance on the Course/Units

Aims

The aims of the Course are to enable learners to:

♦ develop, to an advanced level, language skills in order to translate unseen verse and prose passages into English
♦ develop knowledge of a wide range of Latin vocabulary
♦ develop the advanced language skills of understanding, analysis and evaluation
♦ develop the ability to apply knowledge of language
♦ develop an understanding of how language works
♦ develop an appreciation of Latin literature through the study of a prescribed text
♦ further develop language acquisition skills
♦ explore the interconnected nature of languages
♦ develop reference skills, including those of using a word list and bilingual dictionary
♦ extend and apply high-order skills to plan and research a project exploring an aspect of Latin language, literature or the Roman world and produce a dissertation showing their findings

Advanced Higher Latin contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in English, and to read in Latin.

Progression

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

♦ Higher Latin Course

Advanced Higher Latin provides opportunities for learners to build on prior learning. The Course is designed to be accessible.

Learners who achieve this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

♦ Progression to further/higher education:
— For many learners a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners doing the Course might progress to are the arts, politics, law, medicine.

— Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.
— Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.
♦ Progression to employment:
— For many learners progression will be directly to employment or work-based training programmes. Examples of employment opportunities and training programmes are law, teaching, medicine, library, archivist, editor, politics.

This Advanced Higher is part of the Scottish Baccalaureate in Languages. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

This Course is designed in hierarchy with the corresponding Course at Higher in that it has the same Unit titles for *Translating* and *Literary Appreciation* and the Assessment Standards and Evidence Requirements for these Units show progression from one level to the next. A hierarchical arrangement enables learners to work at different levels carrying out similar activities, with their work being differentiated and benchmarked against the Assessment Standards and Evidence Requirements at different SCQF levels.

The structure of Advanced Higher Latin, however, also includes the Unit *Latin: Project*. The project allows learners to demonstrate application of the skills, knowledge and understanding developed in the other Units, and to plan, research and produce a project on a chosen aspect of the Latin language, literature or the Roman world.

Centres should be aware that although the mandatory knowledge and skillset may be similar across the hierarchical Units in Higher and Advanced Higher Courses, there may be differences in the:

♦ depth of underpinning knowledge and understanding
♦ complexity and sophistication of the applied skills
♦ way in which learners will learn; namely, they will take more responsibility for their learning at Advanced Higher and work more autonomously

Centres should take care to ensure that learners progressing from Higher to Advanced Higher are exposed to different contexts for learning and assessment to avoid repetition.

This may be achieved through the planned use of appropriately differentiated activities and contexts within Units. The level of learner support and the sophistication of responses expected would also be a useful factor in ensuring progression rather than repetition.

In Advanced Higher Courses, learners will be expected to demonstrate a greater degree of autonomy with less support offered by the teacher/lecturer. This should increase the sense of ownership the learners have over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject is kept alive.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that should be included in the Course.

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The main purpose of Advanced Higher Latin is to provide learners with the opportunity to develop and apply at an advanced level the language skills of translation and literary appreciation through the study of Latin language and literature, and the production of a dissertation.

Advanced Higher Latin provides opportunities to apply skills in practical and relevant contexts, and to appreciate more the legacy and influence of Roman civilisation on contemporary Scotland and the rest of the world in areas such as medicine, law, horticulture, drama, politics and the arts.

Advanced Higher Latin offers learners opportunities for in-depth study of Latin language and literature. It offers learners opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

♦ understanding, analysing and evaluating texts in Latin and translated into English
♦ translating skills, including developing advanced knowledge and understanding of accidence, syntax, literary styles and nuances
♦ advanced knowledge and understanding of literary techniques and Roman culture

Approaches to learning and teaching

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level but there will be a stronger emphasis on independent learning.

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher or lecturer (where appropriate).

Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills. The use of information and communications technology (ICT) can make a significant contribution to the development of these higher-order skills as research and investigation activities become more sophisticated.

Learners should be given the opportunity to build on prior learning, develop their knowledge about the Latin language, integrate and apply skills of translating and literary appreciation and develop their research skills. A variety of factors will determine the proportion of time to be spent on each of these.

For *Latin: Literary Appreciation* **(Advanced Higher)**, learners could be encouraged to:

♦ prepare their own word-lists for the Latin prescribed text, using a Latin/English dictionary
♦ draft their own translation of the Latin prescribed text and re-draft in light of discussion, research and further reading
♦ compare their translation with those of others and published translations
♦ find, read and consider published commentaries on the text
♦ consider the text's main themes, literary techniques and aspects of Roman culture arising from it and to respond critically to the text
♦ compare the Latin literature with other authors and literature, either in English or in other languages
♦ present their findings of comparative study in a variety of ways

The Unit assessment for **Latin: Literary Appreciation** will typically consist of questions/tasks set on the literature which has been studied. To prepare for this assessment the following activities could be used:

♦ teacher/lecturer-led topics
♦ discussion of literary texts, as a group or in pairs or groups
♦ debates
♦ 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

For learners who are also working on the *Latin: Translating* (Advanced Higher) Unit, teachers may wish to use the texts selected for translation as a way of developing the skills of literary appreciation, in particular the detailed analysis of linguistic techniques.

For **Latin: Translating (Advanced Higher)** learners could be encouraged to:

♦ prepare their own word-lists for unseen Latin passages, using a Latin/English dictionary.
♦ consider, possibly under teacher direction, aspects of accidence and syntax within the passages, using reference books
♦ draft their own translations
♦ compare their own translations with those of others
♦ re-draft their own translations in light of discussion with others or redrafting one shared translation
♦ consider appropriate language, style and structure of their translations, with further 'polishing' and redrafting, as necessary

Independent learning — prepared translation
Translating at Advanced Higher level should require a considerable degree of independent learning: learners should be tasked with independently preparing the translation of authentic prose and verse. There are several stages required:

♦ using a word list or (if unavailable) a standard Latin-English dictionary to familiarise themselves with the full vocabulary of the passage
♦ applying the rules of syntax and accidence they have learnt to produce an initial construe of the passage
♦ rendering the initial construe into English prose (although it is possible to deliver this orally)

Tutorial support
Tutorials should:

♦ involve discussion and informal assessment of the degree of success in preparation/translation of texts

- reinforce good practice, eg preparation of accurate vocabulary and required grammatical knowledge such as declension or gender
- discourage poor practice, eg using the bare English meanings of words to infer how the meaning of sentences will develop
- provide meaningful advice on improving translation skills and reducing inaccuracy in future translations

Vocabulary building
In Advanced Higher Latin, learners should be strongly encouraged to develop a varied vocabulary independently. They could do this by preparing vocabulary lists for texts set for translation by different authors and by developing the ability to recognise author preferences for certain vocabulary.

For the *Project–Dissertation* learners could be encouraged to:
- consider carefully a variety of possible topics before making a final choice, eg topics prompted by translating or literary appreciation texts, textbooks or the internet
- plan and agree the topic and questions for investigation in the project and test their thinking with their lecturer/teacher or group members
- begin gathering, assessing, sorting and compiling information, using a wide range of primary sources, including texts, pictures of artefacts or archaeological evidence, where appropriate, and secondary sources
- make comparisons between the Roman and modern world
- carry out research by visiting local libraries and museums, universities, and local archaeological sites if appropriate
- find Latin quotations and texts about their topic, and then to make critical comment on them
- draft their findings, arguments, reasoning and analysis and to present these orally or in writing

Learners will engage in a variety of learning activities as appropriate to the subject, for example:

- self-directed research and presentation of findings with tutorial support
- using the internet to draw conclusions about specific issues
- wide-ranging independent reading
- systematic recording of results of research and investigation from different sources
- group work and collaborative learning
- informed debate and discussion allowing demonstration of skills in constructing and sustaining lines of argument
- drawing conclusions from complex information
- oral or written communication of findings
- using appropriate technological resources (eg web-based or other media)
- using meaningful real-life contexts and experiences relevant to learners to demonstrate skills, knowledge and understanding
- field trips and study visits

Peer group as well as regular teacher/lecturer feedback can also provide positive support for learning. Inclusive learner-centred learning and teaching strategies should be used. Innovative technology-based approaches can support this.

Learners would benefit from keeping their own record of learning and independent study that could be used during tutorial sessions to monitor progress. Collaborative learning in pairs and small groups can also be beneficial in providing peer support to learners.

Teachers and lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of strategies which suit the needs of all learners. Innovative and creative ways of using technology can also be valuable in creating inclusive approaches. The submission of work through VLE/e-mail and the compilation of an e-portfolio should be encouraged. 'Syndicate' or conference arrangements with other centres can also be beneficial.

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work should be developed in this Course.

1   Literacy

1.1   Reading

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

The following skills are developed naturally during the Course:

♦ skills of independent learning, self-discipline, personal application and time management
♦ skills of evaluation and analysis, thinking skills, presentation skills, literacy and communication skills
♦ higher-order research skills

All of these can be usefully applied to wider learning, to lifelong learning and to the world of work.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem-solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher-order skills, together with the more independent learning, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers and lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

E-learning can play an important role in assessment. Learners may wish to use web-enabled or ICT resources when working towards their assessment.

Assessors should wait until the learners are ready before they are assessed.

Unit assessment

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

♦ meaningful contribution to group work and/or discussion
♦ presentation of information to other groups and/or recorded oral evidence
♦ practical demonstration with commentary/explanation/narrative
♦ investigations
♦ short written responses
♦ extended response essay-type questions
♦ the use of individually-researched examples

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so may reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

♦ individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards

♦ assessment of each complete Outcome
♦ assessment that combines the Outcomes of one or more Units

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment. However, such naturally occurring evidence must still be recorded, and evidence such as written reports, recording forms, visual aids, drawings/graphs, video footage or observational checklists provided.

Combining assessment across Units

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes.

A combined approach to assessment may enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide opportunities for learners to generate evidence for all Units, Outcomes and Assessment Standards they intend to cover.

Combining assessment may also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers could use e-assessment. Learners can easily update portfolios, electronic or written diaries and recording sheets.

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For this Advanced Higher Course, the assessment methods for Course assessment are two question papers and a project–dissertation. Learners should be given opportunities to practise these methods and prepare for them.

The specimen question papers illustrate the standard, structure and requirements of the question papers learners will sit during the exam diet. They also include marking instructions. The specimen question paper titled 'Literary Appreciation' incorporates both short and extended response questions, in relation to a prescribed text. The specimen question papers are available on the Advanced Higher Latin subject page.

The specimen question paper titled 'Translation' requires a prose passage from an authentic Latin text to be translated.

The project–dissertation requires the planning, research and presentation of the findings of an independent dissertation based on an aspect of Latin literature, language or the Roman world.

Examples of activities to include within this preparation time include:

♦ Preparing for the components of Course assessment, for example:
  — preparing for non-question paper components: selecting topics, gathering and researching information, evaluating and analysing findings, developing and justifying conclusions, presenting the information (as appropriate)
  — practising question paper techniques, revising for the question paper

Teachers and lecturers should explain requirements for the dissertation to learners, including the amount and nature of the support they can expect. At Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Authenticity

There is a range of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learners' evidence. In Advanced Higher this is particularly important due to the amount of independent learning and flexibility allowed.

Mechanisms to support authenticity may include:

♦ regular checkpoint/progress meetings with learners
♦ short spot-check personal interviews
♦ checklists which record activity/progress
♦ learners' notes from independent research

Group work approaches are acceptable as part of the preparation for assessment and also for formal assessment. However, there must be clear evidence for each learner to show that the learner has met the Evidence Requirements.

For more information, please refer to SQA's *Guide to Assessment.*

Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected.

In this Course, added value will be the challenge of greater depth and extension of knowledge and skills, as well as the application of these in appropriate contexts.

This added value consists of:

♦ applying knowledge and understanding of vocabulary, accidence and syntax to translate complex passages of authentic Latin into English
♦ applying language skills to understand, analyse and evaluate complex verse and/or prose Latin texts, and Latin texts translated into English
♦ planning, researching and presenting the findings of an independent dissertation based on an aspect of Latin literature, language or the Roman world
♦ the challenge of greater depth and extension of knowledge and skills, as well as the application of these in appropriate contexts

In this Course, added value will be assessed by means of two question papers and a project–dissertation.

The question papers are used to assess whether the learner can retain and consolidate the knowledge and skills gained in individual Units. They assess knowledge and understanding, and the various different applications of knowledge such as reasoning, analysing, evaluating and solving problems.

The dissertation is used to assess a wide range of high-order cognitive and practical skills and to integrate assessment. It brings a number of higher-order skills together, such as skills relating to planning, analysis, synthesis, evaluation and report writing. The learner will carry out a significant part of the work for the dissertation independently with minimal supervision.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

Further information on Course/Units

Translation, accidence and syntax

Learners should be given opportunities to acquire knowledge and understanding, and to practise translation of unprepared prose and verse appropriate to this level.

The following summary table shows the accidence and syntax that may be encountered at Advanced Higher level:

Accidence
Nouns: declensions 1–5 with case usages as follows
Nominative: subject, complement
Vocative
Accusative: object, with prepositions, place, time, distance, subject in indirect statement
Genitive: possessive, descriptive, partitive, value
Dative: indirect object; agent with gerundive; possessive; predicative; object of certain verbs
Ablative: prepositions; place, time; price; instrumental; descriptive; comparative
Locative
Adjectives: regular (positive, comparative, superlative)
Adjectives: irregular *bonus, malus, multus, multi* (positive, comparative, superlative)
Adjectives: demonstrative: *hic, ille, is, iste, idem, ipse, alius, alter, ullus, nullus, totus, solus*
Adverbs: regular (positive, comparative, superlative)
Adverbs: irregular (positive, comparative, superlative) *bene, male, paulum, multum*
Adverbs: interrogative: *ubi, quo, unde, quomodo, quando, cur*
Pronouns: *ego, nos, tu, vos*, se and possessive adjectives
Pronouns: *hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam*
Verbs: all conjugations — all tenses active and passive
Verbs: deponent: all tenses, moods and participles
Verbs: irregular: *sum, fero, eo* and main compounds; *volo, nolo, malo, fio, possum*
Subjunctive: all tenses active and passive including deponents
Infinitive: all tenses active and passive except future passive
Participle: all tenses active and passive
Imperative: present active including *noli/nolite*
Syntax
Relative clauses with indicative and subjunctive
Purpose clauses; *ut ne* and *qui,* with subjunctive
Purpose clauses with gerund and gerundive
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*: ubi, postquam, antequam, cum, dum, donec, simulatque, priusquam, ut*
Concessive clauses*: quamquam, cum, quamvis*
Conditional clauses: indicative and subjunctive
Fearing clauses
Gerunds and gerundives: obligation and attraction
Participle use: all uses including ablative absolute
Ablative absolute using nouns, pronouns and adjectives
Impersonal verbs including impersonal passive
Predicative dative
Subjunctives of wish and command
Historic present
Other accidence or syntax necessary for the sense of the passage will be glossed

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ *Coursework Authenticity: A Guide for Teachers and Lecturers*

Administrative information

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History of changes to Advanced Higher Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Changes throughout to reflect finalised version of Course and Unit Specifications, and Course Assessment Specification.	Qualifications Manager	May 2015