



Advanced Higher Latin

Course code:	C843 77
Course assessment code:	X843 77
SCQF:	level 7 (32 SCQF credit points)
Valid from:	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information required to deliver the course.

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Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper Literary appreciation	60	1 hour and 45 minutes
Component 2: question paper Translating	60	1 hour and 30 minutes
Component 3: project–dissertation	60	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Latin course or equivalent qualifications and/or experience prior to starting this course.	♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course has an emphasis on skills development and the application of those skills.

Through study of Latin language and literature, and an independent research project, the course provides candidates with the opportunity to further develop:

- ◆ understanding of how language works, and the ability to use language skills to communicate ideas and information with clarity
- ◆ linguistic awareness and analytical skills in translation and interpretation
- ◆ critical and creative thinking skills to synthesise ideas and arguments
- ◆ language competence to support understanding and communication
- ◆ a particular area of interest in Latin and/or Roman civilisation, at an advanced level on a topic of their choice
- ◆ appreciation of the interconnected nature of languages
- ◆ skills in using different media effectively to support independent learning and communication
- ◆ enhanced enjoyment and understanding of the legacy of Roman civilisation and its influence on their own and other cultures

Purpose and aims

Through in-depth study of Latin language and literature, the course provides candidates with the opportunity to develop and extend advanced language skills. It provides candidates with the opportunity to develop the literacy skills of listening, talking, reading and writing in English, and reading in Latin.

The course aims to develop:

- ◆ translating skills, in order to translate unseen verse and prose texts into English
- ◆ knowledge of a wide range of Latin vocabulary
- ◆ understanding, analysis and evaluation skills
- ◆ the ability to apply knowledge of language
- ◆ an understanding of how language works
- ◆ an appreciation of Latin literature through the study of a prescribed text
- ◆ language acquisition skills
- ◆ ability to explore the interconnected nature of languages
- ◆ reference skills, including those of using a wordlist and bilingual dictionary
- ◆ ability to 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

Who is this course for?

This course is designed to provide candidates with the opportunity to develop advanced language skills of translating, understanding, analysing and evaluating complex and sophisticated Latin language and literature. Candidates develop communication, critical thinking, creative and research skills, as well as cultural awareness.

It is suitable for candidates who wish to study a range of different types of texts in different media and to demonstrate achievement in different ways and at different paces. They should be able to work with growing independence, and use their own initiative under minimal supervision.

Course content

The course provides opportunities for candidates to develop advanced translating, understanding, analysing and evaluating skills in an integrated way. It provides opportunities for candidates to develop their independent learning, research and referencing skills.

The course enables and encourages candidates to develop and extend their language skills, showing growth and progression from those demonstrated in prior learning and attainment, most likely in Higher Latin. Skills development for literary appreciation concentrates on in-depth understanding, analysis and evaluation of complex and sophisticated Latin prescribed texts for the genres of Letters and Letter-writing or Ovid and Latin Love-poetry. Translating activities concentrate on translation of complex authentic Latin prose and verse texts.

Candidates develop and extend their knowledge and understanding of aspects of Roman culture through literary appreciation and translating activities, as well as an independent research project on Latin language, literature or the Roman world. Candidates extend and apply high-order skills in planning and research to undertake the project and produce a dissertation.

Candidates are encouraged to learn independently in all areas of the course, especially in their planning and preparation for the project–dissertation. This requires substantial reading of primary and secondary sources relevant to the area of study and topic. Candidates learn the importance of depth of ideas, clarity, accuracy, and creativity in their use of language, analysis and research skills.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ translating skills, including developing advanced knowledge and understanding of accidence, syntax, literary styles and nuances
- ◆ understanding, analysis and evaluation of complex and sophisticated texts in Latin and translated into English
- ◆ advanced knowledge and understanding of literary techniques and Roman culture

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

For literary appreciation, there is a choice of two genres:

- ◆ Letters and Letter-writing
- ◆ Ovid and Latin Love-poetry

Candidates must study the content of the prescribed texts for one genre. The details of the selections for each genre are available to download on SQA's website.

Translating: accidence and syntax

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, alius, alter, ullus, nullus, totus, solus, uter, neuter*

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*

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, adjectives

Impersonal verbs, including impersonal passive

Predicative dative

Subjunctives of wish and command

Historic present

Other accident or syntax necessary for the sense of the translating text is glossed.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and are available on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1 Literacy

1.1 Reading

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to extend and apply:

- ◆ language skills to understand, analyse and evaluate complex and sophisticated verse or prose texts in Latin and translated into English
- ◆ knowledge and understanding of vocabulary, accidence and syntax to translate one complex, authentic, unseen Latin prose text and one complex, authentic, unseen Latin verse text into English
- ◆ high-order skills in planning and research to produce a project–dissertation. They choose to investigate an aspect of Latin language, literature or the Roman world, as appropriate to their interests

The skills, knowledge and understanding in the course are assessed in broadly equal measure.

Course assessment structure: question paper

Question paper: Literary appreciation

60 marks

This question paper assesses candidates' breadth of textual knowledge and application of their literary appreciation skills in the challenging context of course assessment during a limited time.

Candidates demonstrate:

- ◆ in-depth understanding, analysis and evaluation of a range of complex and sophisticated verse or prose texts in Latin and translated into English
- ◆ application of knowledge and understanding of literary techniques
- ◆ knowledge and understanding of aspects of Roman culture

Candidates choose to answer on one of the two genres:

- ◆ Letters and Letter-writing
- ◆ Ovid and Latin Love-poetry

Copies of the prescribed texts are issued with the question paper on the day of the examination.

Candidates answer questions, worth a range of marks, on either Letters and Letter-writing or Ovid and Latin Love-poetry. Questions for each genre are of an equal level of demand.

From the prescribed text chosen, candidates answer:

- ◆ one extended-response question, allowing an evaluative, critical response to the text as a whole, or to selections of the text
- ◆ a range of short-answer and restricted-response questions
- ◆ at least one question on literary techniques

The question paper has 60 marks out of a total of 180 marks for course assessment.

Marks are awarded for:

- ◆ understanding the main ideas and themes
- ◆ analysing and evaluating literary techniques
- ◆ knowledge and understanding of aspects of Roman culture arising from the texts
- ◆ communicating a critical response to the text

Setting, conducting and marking the question paper

SQA sets and marks this question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 45 minutes to complete this question paper.

Question paper: Translating

60 marks

This question paper assesses candidates' breadth of knowledge of Latin language and application of their translating skills in the challenging context of unseen material and limited time.

Candidates demonstrate:

- ◆ translation of one complex, authentic, unseen Latin prose text and one complex, authentic, unseen, Latin verse text into English
- ◆ application of knowledge and understanding of vocabulary, accidence and syntax
- ◆ the ability to convey the meaning of the texts in English using appropriate language, style and structure

This question paper contains two Latin translating texts and two specific wordlists.

The prose translating text is an extract from any complex, authentic, unseen Latin prose text. The verse translating text is from any complex, authentic, unseen Latin verse text from a specified author.

There are 40 marks available for prose translating and 20 marks for verse translating.

This question paper has 60 marks out of a total of 180 marks for course assessment.

Marks are awarded for:

- ◆ accuracy in translation of each block of text
- ◆ conveying the essential idea of the blocks

Setting, conducting and marking the question paper

SQA sets and marks this question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete this question paper.

Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers. The specimen papers also include marking instructions.

Course assessment structure: project–dissertation

Project–dissertation

60 marks

The project–dissertation assesses candidates' ability to apply their skills of translating and literary appreciation in the challenging context of course assessment to plan and produce a dissertation.

The project–dissertation has 60 marks out of a total of 180 marks for course assessment.

Project–dissertation overview

The dissertation has three stages:

- ◆ planning: candidates choose an area of study and formulate a dissertation task focused on an aspect of Latin language, literature or the Roman world
- ◆ research and development: candidates investigate and research relevant primary sources in Latin and relevant secondary sources, and record all sources consulted
- ◆ writing: candidates write their dissertation, analysing, evaluating, referencing, redrafting and proofreading before final submission

Candidates demonstrate:

- ◆ research and reference skills
- ◆ extension and application of high-order skills to plan and produce a dissertation presenting the findings of independent research
- ◆ knowledge and understanding of an aspect of Latin language, literature or the Roman world, as appropriate to candidates' interests

Marks are awarded for:

- ◆ content
- ◆ use of primary and secondary sources
- ◆ argument and analysis

Teachers or lecturers will support candidates to choose the focus, theme and genre for their dissertation.

Setting, conducting and marking the project–dissertation

The project–dissertation is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence is submitted to SQA for external marking. SQA quality assures all marking.

Assessment conditions

Time

This assessment is carried out over a period of time. Candidates should start their project–dissertation at an appropriate point in the course, when they have developed the necessary skills, knowledge and understanding.

Supervision, control and authentication

Once work on the assessment has begun, the candidate should be working independently.

The writing stage must be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers must put in place processes for monitoring progress to ensure that the work is the candidate's own, and that plagiarism has not taken place. However, this need not entail formal, timed, and closely supervised conditions, but at all stages of preparation for and production of the dissertation there must be careful monitoring to ensure that it is entirely the candidate's own work.

The project–dissertation is a final summative assessment, and when a candidate begins the process of drafting the dissertation this must be under the supervision of their teacher or lecturer. At this point, no other person can be involved in the discussion or review of the candidate's work.

Where there is doubt over the authenticity of a dissertation, it must not be accepted for submission.

Ways to authenticate evidence can include:

- ◆ regular checkpoint and/or progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity and/or progress
- ◆ asking candidates to provide an annotated bibliography of all research sources cited (for example writing a sentence or two about the usefulness of a source can remind candidates of where their information and/or ideas came from)
- ◆ making sure that candidates know exactly what is required for the dissertation, and that they have read and understood SQA's booklet *Your Coursework*

Resources

There are no restrictions on the resources that candidates may access while producing their dissertation, for example spellcheckers and dictionaries.

Reasonable assistance

Candidates must carry out the assessment independently. However, they can receive reasonable assistance before the formal assessment process takes place.

The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much help. If candidates need more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates (for example, advice on how to develop a dissertation plan). Teachers and lecturers can also give reasonable assistance to candidates on an individual basis. However, helping candidates on a one-to-one basis in the context of something they have already produced or demonstrated (for example detailed commentary on drafts) could become support for assessment and may be going beyond reasonable assistance.

It is acceptable for the teacher or lecturer to provide:

- ◆ comments on the candidate's selection of an area of study and/or topic before they start the project–dissertation
- ◆ comments on the candidate's choice of primary sources in Latin
- ◆ written or oral feedback on one or two dissertation drafts

It is not acceptable for the teachers or lecturer to provide:

- ◆ specific advice on how to re-phrase or improve responses
- ◆ model answers specific to the candidate's dissertation
- ◆ ideas, a structure or plan specific to the candidate's dissertation
- ◆ suggestions of specific wording
- ◆ correction of errors in spelling and/or punctuation
- ◆ feedback on multiple dissertation drafts

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ a dissertation of between 3,000 and 4,000 words

Volume

The dissertation must be between 3,000 and 4,000 words, excluding quotations, footnotes, captions and bibliography and contents page. Candidates must include the word count with the submitted dissertation.

The word length is appropriate to the complexity of the task, allowing candidates to conduct an in-depth study of their chosen topic.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

Project–dissertation marking instructions

In line with SQA’s normal practice, the following marking instructions for the Advanced Higher Latin project–dissertation are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Candidates’ evidence is submitted to SQA for external marking.

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates’ responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- c The candidate’s dissertation is marked in terms of relevance of content; use of primary and secondary sources in Latin and English; and argument and analysis.

Detailed marking instructions

Assess the dissertation in terms of:

- ◆ relevance of content
- ◆ use of primary and secondary sources in Latin and English (including marks for source evaluation, Latin quotation and referencing)
- ◆ argument and analysis

20 marks are available for each of these three elements. Markers add up the marks gained for each element to arrive at the final mark out of 60.

Use the following table to help you arrive at a final mark.

Select the band containing the descriptors that most closely describe the dissertation.

Once that best fit has been decided:

- ◆ where the evidence fully meets the standard described, award the highest available mark from that band range
- ◆ where the candidate’s work just meets the standard described, award the lowest mark from that band range
- ◆ otherwise award the mark from the middle of that band range
- ◆ where the number of marks in the band selected is four, use professional judgement to decide allocation of the mark. For example, 16–13: if the candidate just misses a 16, award 15. If the candidate is slightly above a 13, award 14
- ◆ award 0 marks where the candidate provides no evidence of the extension and application of high-order skills to plan and produce independent research exploring an aspect of Latin language, literature or the Roman world

Project–dissertation

Range of marks	20–17	16–13	12–10	9–6	5–1	0
Content The dissertation demonstrates:	<ul style="list-style-type: none"> ◆ factual content and an approach which is very clear and consistent with the title ◆ considerable breadth and depth 	<ul style="list-style-type: none"> ◆ factual content and an approach which is clear and consistent with the title ◆ breadth and depth 	<ul style="list-style-type: none"> ◆ factual content and approach which relates to the title ◆ some breadth and depth 	<ul style="list-style-type: none"> ◆ factual content and approach relates to the title but sometimes deviates ◆ limited breadth and depth 	<ul style="list-style-type: none"> ◆ elements of the factual content and approach do not relate closely to the title ◆ little breadth or depth 	<ul style="list-style-type: none"> ◆ no evidence of the extension and application of high-order skills to plan and produce independent research exploring an aspect of Latin language, literature or the Roman world
Use of primary and secondary sources The dissertation demonstrates:	<ul style="list-style-type: none"> ◆ skilful use of a wide range of primary and secondary sources, including quotation in Latin and significant engagement with the Latin text ◆ full and accurate referencing of primary and secondary sources 	<ul style="list-style-type: none"> ◆ effective use of a wide range of primary and secondary sources, including quotation in Latin and some engagement with the Latin text ◆ accurate referencing of primary and secondary sources 	<ul style="list-style-type: none"> ◆ use of a range of primary and secondary sources, including quotation in Latin ◆ referencing of primary and secondary sources 	<ul style="list-style-type: none"> ◆ limited use of primary and secondary sources, including little or no quotation in Latin ◆ limited or very little referencing of primary and secondary sources 	<ul style="list-style-type: none"> ◆ little use of primary and secondary sources ◆ no quotation in Latin ◆ no referencing of primary and secondary sources 	

Range of marks	20–17	16–13	12–10	9–6	5–1	0
<p>Argument and analysis The dissertation demonstrates:</p>	<ul style="list-style-type: none"> ◆ consistent and assured argument which displays a confident grasp of the evidence and reaches a well-reasoned conclusion ◆ detailed and effective analysis which advances the argument and considers various implications 	<ul style="list-style-type: none"> ◆ convincing argument which displays a sound grasp of the evidence and reaches a reasoned conclusion ◆ detailed analysis which advances the argument and considers various implications 	<ul style="list-style-type: none"> ◆ clear argument which displays a grasp of the evidence and reaches a conclusion ◆ analysis which advances the argument and considers some implications 	<ul style="list-style-type: none"> ◆ limited organisation ◆ attempt to analyse the issues involved 	<ul style="list-style-type: none"> ◆ little organisation ◆ narrative and description, rather than analysis 	<ul style="list-style-type: none"> ◆ no evidence of the extension and application of high-order skills to plan and produce independent research exploring an aspect of Latin language, literature or the Roman world

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Further information

- ◆ [Advanced Higher Latin subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [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](#)
- ◆ [SCQF website: framework, level descriptors and SCQF Handbook](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Please read these course support notes in conjunction with the course specification and the specimen question papers and coursework.

Developing skills, knowledge and understanding

This section provides advice and guidance about skills, knowledge and understanding that can be included in the course. Teachers and lecturers have considerable flexibility to select contexts that stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to the 'Skills, knowledge and understanding' section in the course specification for further information.

The course provides candidates with the opportunity to develop and apply advanced language skills of translation and literary appreciation. Candidates do this through the study of Latin language and literature, and the production of a dissertation.

Candidates have many opportunities to apply skills in practical and relevant contexts. They develop appreciation of the legacy and influence of Roman civilisation in the modern world, for example in medicine, law, horticulture, drama, politics and the arts.

Through the in-depth study of Latin language and literature, candidates develop and extend a wide range of skills, including:

- ◆ communication
- ◆ independent learning
- ◆ personal and interpersonal
- ◆ teamworking
- ◆ critical and creative thinking

Teachers and lecturers should make candidates aware that developing these skills provides important transferable skills that can help with further study, and enhances their personal effectiveness.

Approaches to learning and teaching

Advanced Higher courses place more demands on candidates, as there is 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. Teachers and lecturers should make use of this flexibility and independence to personalise, and provide candidates with a choice of learning opportunities.

A significant amount of learning requires candidates to work on their own initiative. This can be challenging for some candidates, who may feel isolated at times. Teachers and lecturers should have strategies to address this, for example arranging regular feedback sessions on an individual or group basis.

Teachers and lecturers should encourage candidates to use an enquiring, critical and problem-solving approach to their learning. Candidates should also have the opportunity to practise and develop research and investigation skills, and demonstrate high-order analysis, synthesis and evaluation skills. As research and investigation activities become more sophisticated, the use of information and communications technology (ICT) can contribute to the development of these skills.

Candidates should have the opportunity to build on prior learning, develop their knowledge of Latin language, integrate and apply skills of translating and literary appreciation, and develop their research skills. A variety of factors determines the proportion of time to spend on each of these.

Learning and teaching activities

Literary appreciation

Candidates could:

- ◆ prepare their own wordlists for the Latin prescribed text, using a Latin–English dictionary
- ◆ draft their own translation of the Latin prescribed text and redraft in light of discussion, research, and further reading
- ◆ compare their translation with those of others, and of 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 respond critically to the text
- ◆ compare the Latin prescribed text with other authors and literature from other cultures, either in English or other languages
- ◆ present their findings of comparative study in a variety of ways, for example in group discussions and PowerPoint presentations
- ◆ use texts selected for translation as a way of developing the skills of literary appreciation, in particular the detailed analysis of linguistic techniques

Candidates should engage in a variety of other learning activities, including:

- ◆ group work with peers, using collaborative learning opportunities to develop team working, for example discussing teacher-led topics and literary texts
- ◆ debating with peers to demonstrate skills in constructing and sustaining lines of argument
- ◆ using sophisticated oral communication and presentation skills to present information
- ◆ researching and presenting information for their topic individually or in small groups, rather than receiving information from their teacher or lecturer
- ◆ engaging in wide-ranging independent reading
- ◆ using online and printed sources to investigate relevant critical information
- ◆ engaging in a variety of practical, participative activities, including:
 - investigating Roman artefacts and archaeology
 - visits to sites
 - museums and institutions
 - face-to-face, radio, television, film and online presentations

Translating

Candidates could:

- ◆ prepare their own wordlists for unseen Latin passages, using a Latin–English dictionary
- ◆ consider aspects of accident and syntax by consulting reference books, possibly under teacher or lecturer direction
- ◆ recognise the distinctive features of accident and syntax in prose and verse passages
- ◆ become familiar with the distinctive vocabulary, elevated diction and fluid word order found in verse passages
- ◆ practise analysing and ‘unpacking’ long, complex sentences, scanning ahead to identify main verbs and constructions
- ◆ draft their own translations
- ◆ compare their own translations with those of others
- ◆ redraft their own translations in light of discussion with others or redraft one shared translation
- ◆ consider appropriate language, style and structure of their translations, with further refinement and redrafting as necessary

At Advanced Higher, translating requires a significant amount of independent learning. Candidates should prepare their own translations of authentic prose and verse passages, for example:

- ◆ use a wordlist or, if unavailable, a standard Latin–English dictionary to familiarise themselves with the full vocabulary of the passage
- ◆ apply the rules of accident and syntax to produce an initial understanding of the passage
- ◆ render the initial understanding of the passage into fluent English (it is possible to deliver this orally)

Teachers and lecturers should:

- ◆ use discussion and informal assessment of performance in preparing and translating texts
- ◆ reinforce good practice, encouraging accurate and effective use of vocabulary lists, taking account of grammatical information, such as declension or gender
- ◆ discourage poor practice, for example relying solely on the basic English meaning of words to work out the translation of Latin sentences
- ◆ provide meaningful advice on improving translation skills and reducing inaccuracy in future translations

Candidates should independently develop a varied Latin vocabulary. They could do this by preparing wordlists to use when translating texts by different authors in different genres, and learning to recognise author vocabulary preferences, in both verse and prose texts.

Project–dissertation

Candidates should:

- ◆ carefully choose an appropriate topic to research, for example a topic prompted by texts for translating, or literary appreciation, textbooks or classical languages websites
- ◆ carry out research, for example by accessing classical language websites, visiting libraries and museums, local archaeological sites and other sources of relevant information
- ◆ find and use primary sources in Latin, and make critical comment on them
- ◆ test their thinking, for example with the teacher or lecturer, or peer group, before planning and agreeing the topic and questions for investigation
- ◆ gather, assess, sort, and compile information using a wide range of primary sources, for example texts in Latin, artefacts or archaeological evidence, as well as secondary sources
- ◆ create a plan and keep a record of progress, for example using a logbook or similar

Candidates should engage in a variety of learning activities as appropriate to the topic, for example:

- ◆ wide-ranging independent reading and research
- ◆ presenting findings, orally or in writing, with teacher or lecturer support
- ◆ systematic recording of research findings and investigation from different sources
- ◆ using the internet and other technology-based resources to draw conclusions about specific issues from complex information
- ◆ debate and discussion, demonstrating ability to construct and sustain lines of argument
- ◆ field trips and study visits

Peer group discussion, and regular teacher or lecturer feedback, provides positive support for learning. Technology-based approaches also support inclusive, candidate-centred learning and teaching. Teachers and lecturers can provide candidates with a logbook, or equivalent, for planning and organising aspects of their work in preparation for the

dissertation. This can be useful for monitoring progress in regular teacher or lecturer progress meetings.

Teachers and lecturers should encourage candidates to submit any planning, research or development notes for review through virtual learning environments or e-mail, and compile a record of their work, perhaps electronically. Collaborative or conference arrangements with other centres can also be beneficial for sharing ideas and accessing shared resources.

Preparing for course assessment

At various points throughout the course, teachers or lecturers can use time at their discretion to provide consolidation and support for candidates preparing for course assessment.

Examples of activities to include within the preparation time for the question papers are:

- ◆ practising question paper techniques
- ◆ revising

Specimen question papers illustrate the standard, structure and requirements of the course assessment for literary appreciation and translating, and include marking instructions. These are available on the [Advanced Higher Latin subject page](#):

- ◆ Literary appreciation specimen question paper: this incorporates both short and extended-response questions, in relation to a set of prescribed texts
- ◆ Translating specimen question paper: this requires candidates to translate into English one prose passage and one verse passage

The project–dissertation requires candidates to plan, research and write their findings of an independent research project, based on an aspect of Latin language, literature or the Roman world.

Examples of activities to include within the preparation time for the project–dissertation are:

- ◆ selecting topics
- ◆ gathering and researching information
- ◆ evaluating and analysing findings
- ◆ developing and justifying conclusions
- ◆ presenting information (as appropriate)

Teachers and lecturers should explain requirements for the project–dissertation to candidates, including the amount and nature of support they can expect. Candidates should expect to work with more independence and less supervision and support.

Additional guidance

Question paper: Literary appreciation

Candidates should:

- ◆ have a thorough knowledge of all the prescribed texts
- ◆ understand requirements of the command words, for example:
 - identify
 - explain
 - analyse
 - compare and contrast
- ◆ be prepared to answer questions on:
 - style
 - tone
 - technique
 - content
 - imagery
 - structure
- ◆ think about the themes and generic features that link the texts, as well as the distinctive qualities that differentiate them
- ◆ know and be able to explain the mythological and/or historical references contained in the texts
- ◆ base their answers only on the lines cited in the question
- ◆ avoid 'over-answering' as this does not gain additional marks

Teachers and lecturers should make candidates aware that:

- ◆ the number of marks available, and the question type, generally reflect the length and development of the expected response, for example a 6-mark question analysing literary technique demands a more developed response than a 3-mark question identifying content
- ◆ marks for the essay question are available for organisation, structure, argument and developed discussion. As assessment is holistic, a list of twenty points does not necessarily gain 20 marks. Candidates are likely to gain the highest marks when they build analysis and evaluation into their discussion

Question paper: Translating

Candidates should:

- ◆ have a thorough knowledge and understanding of accent and syntax, and apply this to both prose and verse translating
- ◆ identify inflected endings in order to work out correct word order
- ◆ analyse and unpack complex sentences, and scan ahead to find the main verb
- ◆ identify and deal with complex constructions

- ◆ make effective use of the wordlists, and take care not to confuse words that are similar in appearance, for example *manus* and *munus*
- ◆ recognise, and differentiate between, different parts of speech in both Latin and English
- ◆ apply the appropriate paradigms, for example recognising where a Latin noun is listed as neuter, the plural will be a form ending in *-a*
- ◆ use their study of Latin to expand and develop their knowledge of English grammar and vocabulary
- ◆ remember to take account of the title, and pay careful attention to the introductory and linking passages in English

Project–dissertation

Candidates should:

- ◆ carefully choose a topic and title to ensure there is plenty of scope for in-depth analysis, argument and evaluation, including detailed discussion of Latin texts
- ◆ consider more unusual topics that allow creativity and originality (if sufficient primary source material is available)
- ◆ ensure Latin quotations support the argument and are integrated with it; they should be carefully selected, accurately translated, and quoted at an appropriate length (large chunks should be avoided)
- ◆ engage with the Latin, and discuss it as an integral part of their argument
- ◆ recognise that their own translations of the Latin are preferable, but if they use published ones, they need to acknowledge and reference these properly
- ◆ fully consult, acknowledge and reference secondary sources
- ◆ make sure the dissertation has detailed analysis and a developed argument with:
 - a clear, programmatic introduction
 - a logical and coherent structure
 - a valid conclusion, based on evidence and sound reasoning
- ◆ include a full bibliography, following SQA guidelines
- ◆ make effective use of the maximum number of words permitted (4,000) to fully cover their topic
- ◆ be aware that the final word count must exclude quotations, footnotes, captions, bibliography, and contents page

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

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on the approach centres use to deliver the course. This is for individual teachers and lecturers to manage.

Candidates develop the following skills during the course:

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

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Approaches to learning and teaching
<p>1 Literacy 1.1 Reading</p>	<p>Reading Latin texts in the original and in translation, for both literary appreciation and translating. This allows candidates to develop their reading skills in English and develop knowledge and understanding of language in general.</p>
<p>4 Employability, enterprise and citizenship 4.6 Citizenship</p>	<p>Using appropriate themes and topics that allow candidates to compare and contrast, for example life, work, business, and society in Roman times with these in modern times.</p>
<p>5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating</p>	<p>While developing the literary appreciation and translating skills, and during the course assessment, candidates apply knowledge of language to translate Latin texts, and to analyse and evaluate texts in Latin and translated into English.</p> <p>Wherever possible, teachers and lecturers can give candidates the opportunity to apply the skills, knowledge and understanding they have developed to new texts. Candidates can use what they know already, for example when they apply their knowledge of literary techniques to analyse and evaluate texts by different authors.</p> <p>Candidates develop the ability to plan, organise and complete tasks and activities as they develop independent learning skills.</p>

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2019

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.

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