

National 3 Latin Course Support Notes



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Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	4
Equality and inclusion	9
Appendix 1: Reference documents	10
Appendix 2: Translation, accident and syntax	11
Appendix 3: Texts for literary appreciation	12
Administrative information	13

Unit Support Notes — Latin: Translating (National 3)

Introduction	15
General guidance on the Unit	16
Approaches to learning, teaching and assessment	18
Equality and inclusion	21
Appendix 1: Reference documents	22
Appendix 2: Translating, accident and syntax	23
Administrative information	24

Unit Support Notes — Latin: Literary Appreciation (National 3)

Introduction	26
General guidance on the Unit	27
Approaches to learning, teaching and assessment	28
Equality and inclusion	31
Appendix 1: Reference documents	32
Administrative information	33

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Latin Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the National 3 Latin *Course Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop:

- ◆ the language skills of translation
- ◆ the ability to understand, analyse and evaluate
- ◆ the ability to apply knowledge of language
- ◆ knowledge and understanding of literary techniques and Roman culture

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

Progression into this Course

Entry to this Course is at the discretion of the centre.

Experiences and outcomes

New National Courses have been designed to draw and build on the curriculum experiences and outcomes as appropriate.

Prior learning and experience gained through Classical Languages or Classical Studies experiences and outcomes may provide an appropriate basis for doing this Course.

Skills, knowledge and understanding covered in this Course

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

Note: teachers and lecturers should refer to the National 3 Latin *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

These include:

- ◆ translation skills, including developing basic knowledge of vocabulary, accidence and syntax
- ◆ understanding, analysing and evaluating simple texts, both in Latin and translated into English
- ◆ basic knowledge and understanding of literary techniques and aspects of Roman culture

Development of the above skills provides opportunities to develop the skills for learning, skills for life and skills for work that are most significant in this qualification, as shown in the relevant sections that follow.

Progression from this Course

Progression from this Course includes opportunities for vertical and lateral progression to:

- ◆ National 4 Latin Course or relevant component Units
- ◆ National 3 or National 4 Classical Studies Course or relevant component Units
- ◆ another language qualification or relevant component Units
- ◆ further education, employment and/or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence 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.

It is important to note that National Qualifications are designed in a hierarchical structure to allow, where appropriate to learners' needs, 'fall-back' to a lower level of qualification or 'step-up' to a higher level. The Latin Courses at National 3, National 4, National 5 and Higher follow a similar structure but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate multi-level teaching and enable learners to be given recognition for their best achievement.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on how this hierarchy can be managed is given in this document in the Approaches to learning, teaching and assessment section.

The following diagram shows the hierarchical structure of Latin from one National Qualifications level to the next:

National 3	National 4	National 5	Higher
Translating	Translating	Translating	Translating
Literary Appreciation	Literary Appreciation	Literary Appreciation	Literary Appreciation
	Added Value Assignment	Course assessment	Course assessment

Approaches to learning, teaching and assessment

Structure of learning and teaching

Learners should be given the opportunity to build on prior learning, increase their knowledge about the Latin language, and integrate and apply the skills involved in the *Latin: Translating* and *Latin: Literary Appreciation* Units.

For those learners who begin Latin at this level, the Units may be sequential or may be studied in parallel, with the language work underpinning translation likely to be covered first. However, some simple work on literary appreciation may also begin.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Some approaches to language learning: topics, contexts and key learning activities

Some of the contexts in which skills, knowledge and understanding are developed in the Course and on which many course books are based, will, in principle, be familiar to learners (eg family, education). Other contexts, such as slavery, may be less so.

However, learners should quickly recognise that, when set both within a different culture and in a different era, as the world of the Romans is, even familiar contexts can, in practice, take on new and unfamiliar dimensions. The understanding, analysis and evaluation of Latin texts should ultimately encourage learners to explore their understanding of the contexts of their learning and compare these with modern or other cultural interpretations.

Identifying differences and similarities between today's world and that of the Romans will help learners to understand and appreciate the legacy of Roman culture which informs many aspects of contemporary life. This should also encourage learners to challenge some of the cultural assumptions they make by broadening and deepening their cultural awareness. This, in turn, should develop an appreciation of and empathy with wider cultural differences.

Wherever possible, it is recommended that learning and teaching approaches, topics, texts and contexts are used to support learners in recognising the relevance and impact of both the Latin language and Roman culture on the heritage of the country in which they live/work.

It is suggested, for example, that teachers may wish to develop learners' awareness of the influence of the Romans and Latin language on Scottish culture and heritage, through exploring a range of texts with a particularly Scottish flavour.

Such texts might include 'Macbeth' from Buchanan's *Selections from the History of Scotland* (in *Per Saecula: Prose* by Hugh McArdle and Geoffrey Suggitt), or 'The Loch Ness Monster Story' (from *Ecce Romani* 5, p. 244). At this level, these stories could successfully be read in English translation or from a simple Latin version.

Planning

Planning is of vital importance to learning, teaching and assessment. Careful planning of learning and teaching approaches and activities should facilitate generation of naturally occurring evidence during coursework.

Key activities for National 3 Latin Course include:

- ◆ learning simple vocabulary and using word lists
- ◆ learning basic grammar rules
- ◆ practising simple translation
- ◆ preparing translation of simple Latin texts
- ◆ developing understanding, basic analytical skills and personal engagement with literature
- ◆ making connections between the Roman world and contemporary life

Learners would benefit from keeping their own records of learning, in which they or their teacher can record what they have achieved, how well they have performed, the skills they have developed and their development needs. Such records can also be useful for communicating learner progress to parents/carers.

Many of the above approaches lend themselves to cross-curricular interaction and are to be encouraged.

All the Outcomes of this Course contribute to the generic skill of literacy by developing the skills required for translation and literary appreciation. Whilst there is no assessment of added value in the National 3 Latin Course, practical tasks which combine translation and literary appreciation skills can help to create naturally occurring evidence for assessment of the Course.

Integration of skills

Learners may take one or more of the component Units on a free-standing basis. In working through the *Literary Appreciation* Unit, the learner also uses translation skills; and by working through the *Translating* Unit, the learner benefits from an understanding of context and/or author's style — the very skills that *Literary Appreciation* imparts. Each Unit complements the other.

For learners who are studying the Course as a whole, this integration of skills is even more significant. As learners may be studying the Units concurrently, each Course should provide a sustained and progressive learning experience, which offers to learners:

- ◆ reinforcement of teaching points, where necessary, covering aspects from the two Units, thereby aiding integration
- ◆ extra reading to improve translation skills and develop literary appreciation skills as well as literacy in general
- ◆ time for more structured development of contextual knowledge, to assist learners in unseen translation

Combining assessment across Units

Translation exercises might be combined with questions on the ideas, themes and literary techniques contained within the text. Discussion of, or questions on, personal responses to content could involve learners completing further research into a particular aspect of Roman culture, and their findings could be presented in written, oral, pictorial or digital form, or using some other form of creativity. This approach would result in the integration of content and skills from both Units.

Where this combined assessment approach is used, it will be important to ensure evidence of achievement in each planned assessed Outcome, for example, through the use of assessor observation checklists and recordings where appropriate.

Assessors should bear in mind the need to have readily available evidence of achievement for each Outcome of each Unit.

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

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course. The following are developed naturally during the 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

Skills for learning, skills for life and skills for work	Approaches to learning and teaching
<p>1 Literacy</p> <p>1.1 Reading: Literacy is the ability to communicate by reading, writing, listening and talking.</p>	<p>Through reading Latin texts in the original and in translation in both the <i>Translating Unit</i> and the <i>Literary Appreciation Unit</i>, learners will develop their reading skills in English and their knowledge and understanding of language in general.</p>
<p>4 Employability, enterprise and citizenship</p> <p>4.6 Citizenship: Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>The study of the National 3 Latin Course provides opportunities to develop skills related to employability, enterprise and citizenship through the use of appropriate themes and topics that allow learners to compare and contrast, for example, life, work, business and society in Roman times with those of modern times.</p>
<p>5 Thinking skills</p> <p>5.3 Applying: Applying is the ability to use existing information to solve a problem in a different context, and the ability to plan, organise and complete a task.</p> <p>5.4 Analysing and evaluating: This covers the ability to identify and weigh-up the features of a situation and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>Through developing skills acquired in the <i>Translating Unit</i> and the <i>Literary Appreciation Unit</i>, learners will apply basic knowledge of language to translate simple Latin texts into English and to analyse and evaluate simple Latin texts and English translations of original Latin texts.</p> <p>Wherever possible, learners can be given the opportunity to apply the skills, knowledge and understanding already acquired to new topics and contexts. Learners will use what they know already, for example, when they apply their knowledge of literary techniques to analyse and evaluate texts by different authors.</p>

Through accessing Latin texts in the original and in translation, through their translation and literary appreciation skills, learners should be able to develop an understanding of a range of aspects of Roman culture. These include slavery, the place of women, love,

social and political issues, education, sport, moral and philosophical issues — all of which allow for comparison between the Roman world and the modern world in Scotland and elsewhere.

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 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.

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 on SQA’s website:
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 3: A framework for learning and teaching*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012):
www.sqa.org.uk/sqa/4595.html
- ◆ [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](#)

Appendix 2: Translation, accidentence and syntax

For translation, the Course will have to cover relevant aspects of accidentence, syntax and case usage, and give opportunities for practice in translation of unprepared prose passages appropriate to this level.

The following summary table shows the accidentence and syntax that may be encountered in the National 3 Latin Course:

Latin National 3 — Accidentence and Syntax
Accidence
Regular nouns: declensions 1–3, nominative and accusative, ablative with prepositions
Regular adjectives and adverbs (positive)
Pronouns: <i>ego, nos, tu, vos, se</i> and possessive adjectives (nominative only) <i>qui</i> and <i>quis</i> (nominative only)
Regular verbs (all active tenses except future, future perfect and pluperfect)
Infinitives (present active only)
Syntax
Standard uses of cases
Relative pronouns (nominative and indicative only)
Indirect commands (using the infinitive)
Direct questions
Causal clauses with indicative (<i>quod, quia</i>)
Temporal clauses using indicative <i>dum</i> with indicative; <i>simulatque</i>
Conditional sentences with indicative only
Concessive clauses (<i>quamquam</i> with indicative)
Other accidentence or syntax necessary for the sense of the passage will be glossed.

Appendix 3: Texts for literary appreciation

The choice of simple texts to be studied in the National 3 Latin Course is at the discretion of the centre. It is however suggested that teachers may wish to consider the issues of progression from National 3 to National 4 in their choice of texts.

Verse and prose texts studied at this level should be read partly in the original language and partly in English.

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Latin: Translating (National 3)



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Please refer to the note of changes at the end of this template for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Latin: Translating* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to study simplified Latin texts and to develop the language skills needed for simple translation. In studying the *Latin: Translating* (National 3) Unit, learners also develop basic knowledge of vocabulary, accidence and syntax.

Learners who complete this Unit will be able to translate simple unseen Latin prose texts into English, as well as Latin words, phrases, sentences and short passages. In particular, the Unit aims to enable learners to develop:

- ◆ the skill of translation
- ◆ the ability to understand, analyse and evaluate
- ◆ the ability to apply knowledge of language
- ◆ knowledge and understanding of literary techniques and Roman culture

The Unit contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read and write in English, and to read a variety of Latin texts.

This Unit is a mandatory Unit of the National 3 Latin Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. No prior knowledge of Latin is necessary. Learners may have an interest in Latin and the Romans in general.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *National 3 Latin Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Progression from the *Latin: Translating* (National 3) Unit includes opportunities for vertical and lateral progression to:

- ◆ Latin: Translating (National 4) Unit
- ◆ Latin: Literary Appreciation (National 3) Unit
- ◆ National 3 or National 4 Classical Studies Course
- ◆ another language qualification or relevant component Units
- ◆ further education, employment and/or training

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *Latin: Translating* (National 3) 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 showing evidence of satisfying a Unit completely or partially. This evidence should be naturally occurring.

It is important to ensure that learners' evidence satisfies all the Assessment Standards for the *Latin: Translating* (National 3) Unit.

Some examples of evidence-generating tasks are contained in the table below:

Assessment Standards: Translating	Learning activities	Gathering evidence
<p>1.1 Applying basic knowledge of simple vocabulary, accidence and syntax accurately, with appropriate bridging and word lists</p> <p>1.2 Applying basic knowledge of a defined range of accidence and syntax with appropriate support</p>	<ul style="list-style-type: none"> ◆ learning simple vocabulary ◆ using specific word lists (both alphabetical and 'running', ie the words appear on the list in the same order as they appear in the text) ◆ applying basic grammar rules and practising simple translation exercises 	<p>Learning activities that could be used for evidence generation for the Unit include:</p> <ul style="list-style-type: none"> ◆ choosing the right translation from a choice of alternatives (multiple choice/random selection), ◆ matching Latin texts with English translations ◆ 'fill in the gaps' sheets ◆ answering questions on texts ◆ drawing a picture/ designing a poster/making a model to illustrate the text ◆ anagrams, word squares, captions, mini-plays and writing summaries ◆ online activities such as sentence generation exercises, where the learner drags a word from each column to produce a sentence

<p>1.3 Conveying the basic overall meaning of the text, with appropriate support</p>	<ul style="list-style-type: none"> ◆ working independently or in pairs, small groups or as a class to produce English translations of Latin texts ◆ redrafting versions 	<p>Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.</p>
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Sequence of learning and teaching

Learners could begin to develop their translating skills by looking at:

- ◆ simple Latin words, phrases, mottos
- ◆ Latin expressions used in everyday life
- ◆ Latin personal names, Latin names of countries
- ◆ signs of the Zodiac
- ◆ Latin names of cars, household products etc

Learners could be provided with a specific word list from the very beginning of their learning in order to produce English translations of the Latin text, either individually, in pairs, in groups or as a class (either independently or teacher-led)..

Learners could then progress to simple Latin sentences and stories, possibly beginning with the early chapters of a recognised Latin reading course.

Teachers might wish to consider using materials that include the following:

- ◆ beginner Latin books and courses
- ◆ a variety of online learning activities and support materials, such as online comic strips, animations, games, sentence generators, Latin songs and plays and materials with a basis in mythology and a good coverage of Latin derivations

In addition to using the above types of materials, which can be very appealing to learners at the early stages of translation work, learners may be introduced to simple reading books of familiar stories retold in Latin, of which there are several.

Also available are books of Latin nursery rhymes and songs. Introducing songs to learners in contexts that are already familiar to them should help to build their confidence.

The *Course Support Notes* for National 3 Latin provide further useful guidance on learning and teaching approaches appropriate for this Unit.

There is a range of opportunities for e-learning in this Unit, including:

- ◆ specific software packages
- ◆ iPad applications
- ◆ free Latin software applications

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant National 3 Latin *Course Support Notes*.

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 *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 3: A framework for learning and teaching*](#)
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- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [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](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Translating, accidentence and syntax

For translation, the Course will have to cover relevant aspects of accidentence, syntax and case usage, and give opportunities for practice in translation of unprepared prose passages appropriate to this level.

The following summary table shows the accidentence and syntax that may be encountered at National 3 Latin:

Latin National 3 — Accidentence and Syntax
Accidence
Regular nouns: declensions 1–3, nominative and accusative, ablative with prepositions
Regular adjectives and adverbs (positive)
Pronouns: <i>ego, nos, tu, vos, se</i> and possessive adjectives (nominative only)
<i>qui</i> and <i>quis</i> (nominative only)
Regular verbs (all active tenses except future, future perfect and pluperfect)
Infinitives (present active only)
Syntax
Standard uses of cases
Relative pronouns (nominative and indicative only)
Indirect commands (using the infinitive)
Direct questions
Causal clauses with indicative (<i>quod, quia</i>)
Temporal clauses using indicative
<i>dum</i> with indicative; <i>simulatque</i>
Conditional sentences with indicative only
Concessive clauses (<i>quamquam</i> with indicative)
Other accidentence or syntax necessary for the sense of the passage will be glossed.

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Latin: Literary Appreciation (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Latin: Literary Appreciation* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop the language skills needed to understand, analyse and evaluate simple texts in Latin and translated into English. Learners also develop knowledge of aspects of Roman culture.

This Unit is a mandatory Unit of the National 3 Latin Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Unit contributes to the development of literacy skills by providing learners with opportunities to listen, talk, read and write in English, and to read a variety of Latin texts as well as English translations of Latin texts.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. No prior knowledge of Latin is necessary. Learners may have an interest in Latin and the Romans in general.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Latin Course *Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Progression from the *Latin: Literary Appreciation* (National 3) Unit includes opportunities for vertical and lateral progression to:

- ◆ Latin: Literary Appreciation (National 4) Unit
- ◆ Latin: Translating (National 3) Unit
- ◆ National 3 or National 4 Classical Studies Course
- ◆ another language qualification or relevant component Units
- ◆ further education, employment and/or training or study

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *Latin: Literary Appreciation* (National 3) 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 showing evidence of satisfying a Unit completely or partially. This evidence should be naturally occurring.

It is important to ensure that learners' evidence satisfies all the Assessment Standards for the skills of literary appreciation.

Some examples of evidence generation tasks are contained in the table below:

Assessment Standards: Literary Appreciation	Learning activities	Gathering evidence
1.1 Identifying main ideas and themes	<ul style="list-style-type: none"> ◆ using a specific word list initially to understand what the text means 	<p>Learning activities that could be used to generate evidence include, for example, studying Latin on a coin, inscription, tombstone or in a line of graffiti.</p> <p>Questions that could be asked to support evidence generation include: :</p> <ul style="list-style-type: none"> ◆ What is the purpose of the Latin text? ◆ What message does it convey to the reader? ◆ What emotions might the reader feel from reading the Latin? ◆ What style is the Latin written in? ◆ Who might the original target audience have been? ◆ What can we learn today about the Romans from reading this Latin text? ◆ Are there places today where we can find similar texts?
1.2 Identifying how literary techniques are used to convey meaning	<ul style="list-style-type: none"> ◆ studying texts to identify basic themes and ideas 	
1.3 Communicating an appropriate critical response	<ul style="list-style-type: none"> ◆ studying texts to identify literary techniques 	
1.4 Identifying aspects of Roman culture	<ul style="list-style-type: none"> ◆ studying texts in order to communicate a basic critical response and to show some appreciation of Roman culture 	

		<p>◆ What are the differences between the Latin texts and the modern equivalent?</p> <p>Learners could also be encouraged to look at modern coins, gravestones, graffiti, etc. and make comparisons with those of the ancient world.</p>
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If learners are studying a Latin poem or story, in addition to the above, other questions for them to consider might include:

- ◆ Why is it a good story?
- ◆ Did a certain character act properly?
- ◆ Would you have behaved in such a way?
- ◆ How would a certain character have felt and why?
- ◆ Are the characters behaving in a realistic way?
- ◆ Are the characters being treated fairly?
- ◆ Would modern people behave in a similar way?
- ◆ Are there stories today with similar themes?

In both these examples of evidence generation, learners could give their responses orally, in writing, on 'show me' boards or on mind maps. Oral evidence could be filmed or transcribed, and recorded by means of an observation check list.

Some suggestions for appropriate texts

Learners could be given opportunities for literary appreciation of a range of Latin texts. These Latin texts might include: inscriptions, epitaphs, coins, tombstones, graffiti, curse tablets, sayings and mottos, of which there are plenty of useful examples, both on the Internet and in books.

Learners could also read simple Latin epigrams (eg Martial), poems (eg Catullus) and short extracts from accessible authors, in a simplified form. Some of these extracts may be in English translation.

For learners who are also working on the *Latin: Translating* (National 3) Unit, teachers may wish to use the texts selected for translation as a way of developing the appreciation of literary devices such as alliteration, simile, word choice, repetition, as naturally occurring in the texts.

Centres may also wish to consider issues of progression from National 3 to National 4 when deciding on their choice of texts.

Learners could be encouraged to engage with the texts in a variety of ways: through artwork, creative writing, drama, comic strips, animation, games, debate, discussion, quizzes, posters, presentation, performance and the creation of a wiki or blog.

These activities could be carried out individually, in pairs, in groups or as a whole class and could be used to generate evidence for assessment of the Outcome and Assessment Standards.

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners will use ICT in working towards their assessment.

There is a range of opportunities for e-learning in this Unit, including the use of PCs, laptops, tablet devices, mobile phones and interactive whiteboards.

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

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

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 *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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 on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 3: A framework for learning and teaching*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [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](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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