

National 4 Latin Course Support Notes



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 4 Latin Course Specification*, the *Added Value Unit 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 and talk, read and write in English, and to read in Latin.

Progression into this Course

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

- ◆ National 3 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 5 or 6)
- ◆ any other relevant qualifications or experience

Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

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

National 4 Latin reflects and builds on the skills, knowledge and understanding which underpin the Classical Languages Outcomes. These Outcomes are organised into:

- ◆ translating texts
- ◆ interpreting texts
- ◆ using knowledge about language
- ◆ culture and heritage

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 *Added Value Unit Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The skills, knowledge and understanding developed on the National 4 Latin Course are:

- ◆ translating skills, including developing knowledge of vocabulary, accidence and syntax
- ◆ understanding, analysing and evaluating straightforward texts in Latin and translated into English
- ◆ 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.

Further information on relevant accidence and syntax that should be covered at this level is shown in Appendix 3. Teachers/lecturers will wish to ensure that this is included in the Course coverage to ensure that learners who wish to progress to National 5 Latin have sufficient preparation for the next level.

There is no prescription of texts at National 4 level and the choice of texts is at the discretion of the centre. Teachers may wish to consider, however, use of the same authors/texts at National 4 level as at National 5 to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from National 4 to National 5 have the opportunity to study material that is appropriate to the level and provides appropriate extension.

Progression from this Course

Progression from National 4 Latin includes opportunities for vertical and lateral progression to:

- ◆ National 5 Latin or relevant component Units
- ◆ Classical Studies (National 4 or National 5) 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 demand and challenge from one level to the next. This structure aims to facilitate multi-level teaching and enables 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 section entitled 'Approaches to learning, teaching and assessment'.

The following diagram shows the hierarchical structure in the National Qualifications in Latin from one 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

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the National 4 Latin Course.

Learners should be given the opportunity to build on prior learning, progress their knowledge about Latin language, and integrate and apply the skills of translating and literary appreciation.

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 done before any literary appreciation may be attempted. However, some simple work on Literary Appreciation may also begin.

A variety of factors will determine the proportion of time to be spent on each of the three mandatory Units.

It is highly recommended that teachers begin with the Unit on Translating to develop the skills, knowledge and understanding learners require to study the literature of the Unit on Literary Appreciation. Learners should be in the process of completing, or should have completed, these two Units before embarking on the assignment required to complete the Added Value Unit. As all Unit assessment will be carried out internally, learners will need to generate evidence that shows their performance in each Unit meets the required standard. To this end, teachers may wish to compile a folder of evidence for each learner.

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 to be developed for 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 within a different culture, namely the world of the Romans, even familiar contexts can, in practice, take on new and unfamiliar dimensions. The understanding, analysis and evaluation of Latin text should ultimately encourage learners to explore their

understanding of the contexts of their learning and to compare these with modern or other cultural interpretations.

Identifying differences and similarities between today's world and that of the Romans will help learners 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 and contexts are used that support learners in recognising the relevance and impact of 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.

Key learning activities for Latin National 4 include:

- ◆ learning vocabulary
- ◆ learning grammar rules
- ◆ practising translation
- ◆ preparing translation of literature
- ◆ analysis of, and development of, personal engagement with literature
- ◆ making connections between the Roman world and contemporary life

Approaches to language learning in the Course may include but are not limited to:

- ◆ group work
- ◆ paired activities
- ◆ individual work
- ◆ creative activities
- ◆ presentations
- ◆ creation of a wiki or blog

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. This can also be useful for communicating learners' progress to parents.

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 translating, literary appreciation and the completion of the assignment.

Integration of skills

Learners may take one or more of the component Units on a free-standing basis. In studying the Literary Appreciation Unit, the learner also uses translation skills; in undertaking the Translation Unit, the learner benefits from understanding of context or author's style. Each Unit complements the other.

For learners who are studying a 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, offering to learners:

- ◆ reinforcement of teaching points where necessary covering aspects from the other Units thereby aiding integration
- ◆ extra reading to improve translation skills but also to develop literary appreciation skills
- ◆ time for more structured development of contextual knowledge, to assist learners to do unseen translation

Assessment evidence (Units)

Assessments should be built into the Units at the planning stages. They should be delivered at appropriate points of progress through the Outcomes, eg after selected points of accidence and syntax have been taught for Translating, on the completion of individual texts for Literary Appreciation, or on completion of individual Outcomes.

All tasks should be designed to assess progress and they can be used to generate evidence for the individual Unit Outcomes, holistically for Units and for the assignment.

It is the responsibility of centres to exercise professional judgement in generating assessment evidence of a learner having achieved the standard for the award of Units.

Unit assessment for Translating

The Unit assessment for Translating will typically consist of an unseen Latin prose passage accompanied by a word-specific list of vocabulary. Learners will be required to translate this passage into English. Evidence can be gathered in written, oral or digital form.

Unit assessment for Literary Appreciation

The Unit assessment for Literary Appreciation will typically consist of questions set on the literature which has been studied. The questions should cover the Outcome and Assessment Standards for the Unit allowing learners to demonstrate their understanding, analysis and evaluation of the text.

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

Learners will complete translation and literary appreciation exercises on a regular basis, and provided these are of an appropriate standard, a folder containing a selection of exercises conforming to the Outcomes being assessed would be an acceptable form of evidence.

Combining assessment across Units

Translation exercises might be combined with questions on the ideas, themes and literary techniques contained within the texts studied for Literary Appreciation. Discussion of, or questions on, personal response to content could involve learners undertaking research into an aspect of Roman culture as part of the National 4 Latin Assignment. The findings of the research could be presented in written, oral, or digital form. This approach would result in the integration of content and skills across the three National 4 Units.

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

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

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

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, skills for work	Approaches to learning and teaching
<p>1 Literacy</p> <p>1.1 Reading</p> <p>Literacy is the ability to communicate by reading, writing, and listening and talking.</p>	<p>Through reading Latin texts in the original and in translation for both the Translating and Literary Appreciation Units, learners will develop their reading skills in English and develop knowledge and understanding of language in general.</p>
<p>4 Employability, enterprise and citizenship</p> <p>4.6 Citizenship</p> <p>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 Latin at National 4 level provides opportunities to develop skills related to employability, enterprise and citizenship through use of appropriate themes and topics that allow learners to compare and contrast, for example life, work, business and society in Roman times with these in modern times.</p>
<p>5 Thinking skills</p> <p>5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p> <p>5.4 Analysing and evaluating</p> <p>This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>In the individual translating and literary appreciation skills and the assignment learners will apply knowledge of language to translate Latin texts and to analyse and evaluate texts in Latin and translated into English.</p> <p>Wherever possible learners can be given the opportunity to apply the skills, knowledge and understanding they have developed to new texts. Learners will use what they know already, for example, when they apply their knowledge of literary techniques to analyse and evaluate and texts by different authors. Learners will also develop the ability to plan, organise and complete tasks when they undertake the assignment for the Added Value Unit, for example, the creation of a poster or flyer, web page or a blog on the topic of Hadrian's Wall.</p>

Through accessing Latin texts in the original and in translation, through their translating and literary appreciation skills, learners should be able to develop understanding of aspects of Roman culture in a range of thematic areas, such as slavery, the place of women, love, social and political issues, education, sport, moral and philosophical issues allow for comparison between the Roman world and the modern world in Scotland and elsewhere.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

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

The form of the Added Value Unit in National 4 Latin is an assignment in which learners are required to show the **application** of the skills learned in the Course and to address the **challenge** of applying these in an investigation into a topic area which they have chosen in negotiation with their teacher or lecturer. The investigation requires learners to show connections between the chosen topic and an aspect of Roman culture.

The assessment for the Added Value Assignment will require learners to provide evidence in written, oral or digital form of:

- ◆ reading straightforward texts in Latin and in translation
- ◆ identifying the purpose of the Latin text
- ◆ selecting relevant information from texts
- ◆ presenting their findings in English
- ◆ responding to questions in English

In addition to the above skills, learners will develop a range of other transferable skills including:

- ◆ investigation and research skills
- ◆ planning and organisational skills
- ◆ IT skills
- ◆ oral and aural skills
- ◆ the ability to work independently and in collaboration with others
- ◆ the ability to select, analyse and evaluate facts and ideas

Learners will be supported in the conduct of the assignment with:

- ◆ a clear staged outline of the assessment, with timescales/timelines
- ◆ support with the choice of topic

- ◆ advice on how to research the topic
- ◆ advice on how to work independently
- ◆ advice on presenting the findings
- ◆ advice on responding appropriately to questions on the chosen topic
- ◆ sharing the criteria that will be used for assessment including timings and conditions

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 assessment arrangements section of SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Translating, accidence and syntax

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

The following summary table shows the accidence and syntax that may be encountered at National 4 level:

Accidence
nouns: declensions 1-5 (all common case usages)
adjectives: regular (positive)
adverbs: regular (positive)
pronouns: <i>ego, nos, tu, vos</i> , se and possessive adjectives; <i>hic, ille, is, idem, qui, quis</i> (nominative only)
verbs: regular, indicative – all tenses active except future, future perfect
subjunctive: present, imperfect and pluperfect active – 3 rd person singular/plural
infinitive: present active
participle: present active
imperative: present active including <i>noli/nolite</i>
Syntax
Relative clauses with indicative (nominative pronoun)
Purpose clauses; <i>ut</i> and <i>ne</i> with subjunctive
Result clauses: <i>ut</i> with subjunctive
Indirect statement
Direct command/prohibition
Indirect command/prohibition: <i>ut/ne</i> with subjunctive
Direct question
Indirect question
Causal clauses: <i>quod, quia</i> with indicative
Temporal clauses: <i>cum, ubi, postquam, antequam</i> with indicative
Conditional clauses: with indicative only
Concessive clauses: <i>quamquam</i> with indicative
Participle use: present active only (excluding Ablative Absolute)
Other accidence or syntax necessary for the sense of the passage will be glossed.

Appendix 2: Texts for Literary Appreciation

Choice of texts to be studied is at the discretion of the centre.

There is no prescription of texts at National 4 level. However, teachers may wish to use the same authors/texts at National 4 as at National 5 to facilitate bi-level teaching.

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

Learners would be expected to show some appreciation of a range of literary techniques such as simile, metaphor, repetition, tone, structure, word choice, alliteration.

Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners 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 Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ 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*](#)
- ◆ The Classics Library — www.theclassicslibrary.com
- ◆ LacusCurtius — A Gateway to Ancient Rome — <http://penelope.uchicago.edu/Thayer/E/Roman/home.html>

Administrative information

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History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Latin: Literary Appreciation (National 4)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 Latin: Literary Appreciation Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Latin: National 4 Literary Appreciation *Unit Specification*
- ◆ Latin: National 4 *Course Specification*
- ◆ Latin: National 4 Translating Unit Specification
- ◆ Latin: National 4 *Added Value Unit Specification*
- ◆ Latin National 4 *Course Support Notes*
- ◆ Latin: National 4 Translating Unit 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 straightforward texts in Latin and translated into English. Learners also develop knowledge of aspects of Roman culture.

Learners who successfully complete this Unit will be able to:

- ◆ Understand, analyse and evaluate straightforward texts in Latin and translated into English

This Unit is a mandatory Unit of the National 4 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. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 5 or 6)
- ◆ Any other relevant qualification or experience

In terms of prior learning and experience, relevant Classical Languages experiences and outcomes may also provide an appropriate basis for doing this Unit.

The Outcomes in Classical Languages are organised into:

- ◆ translating texts
- ◆ interpretation of texts
- ◆ using knowledge about language
- ◆ culture and heritage

The new National Qualifications in Latin reflect and build on these skills, knowledge and understanding.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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

Learners may progress to:

- ◆ National 5 Latin Course or relevant component Units
- ◆ National 4 Latin: Translating Unit
- ◆ National 4 Latin: Assignment
- ◆ National 4 Classical Studies 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 learning, teaching and assessment within the *Latin: Literary Appreciation (National 4)* Unit.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence that satisfies the Unit, completely or partially. This is naturally occurring evidence.

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

Evidence generation

The Unit assessment for Literary Appreciation will typically consist of questions set on the literature which has been studied allowing learners to demonstrate their understanding, analysis and evaluation of the text.

Evidence can be gathered for individual Outcomes or holistically. Learners may give their responses orally or in writing. Oral evidence could be filmed, transcribed, recorded or by means of an observation check list that can be used to record evidence for assessment.

It is highly recommended that teachers begin with 'Latin: Translating' (National 4) to develop the skills, knowledge and understanding learners require to achieve 'Latin: Literary Appreciation'. Learners should have completed these two Units before embarking on the assignment if the Unit is being delivered as part of a Course. As all assessment for Units will be carried out internally, learners will need to generate evidence that shows their performance in each Unit meets the required standard. To this end, teachers may wish to compile a folder of evidence for each student.

Some learning activities which could be considered and used to generate evidence for this Unit include:

- ◆ discussion of teacher-led topics
- ◆ discussion of literary texts, as a class or in pairs or groups
- ◆ comparison with literary texts from other cultures
- ◆ individual or group research and presentation of findings on a chosen topic relevant to the National 4 Added Value Unit
- ◆ art or craft work
- ◆ visits to sites, museums and institutions
- ◆ guest speakers/demonstrators
- ◆ radio, television, film and online presentations

Thematic programmes where translation and literary study can focus on a particular topic in Roman culture could also be used and be linked into cross-curricular programmes as shown in the following example:

A study of Pompeii might be linked to a Geography topic on volcanoes; religion, architecture, warfare, politics, citizenship, nutrition, health and sanitation. All of these topics are to be found in the curriculum and can be linked with a consideration of Roman culture.

All of these learning and teaching activities can be used to generate evidence of the Assessment Standards for the National 4 Latin Literary Appreciation Unit. For learners who are also working on the Latin: Translating (National 4) Unit, teachers may wish to use the texts selected for translation as a way of developing the skills of literary appreciation such as:

- ◆ alliteration
- ◆ simile
- ◆ word choice
- ◆ repetition
- ◆ rhetorical question
- ◆ metaphor
- ◆ onomatopoeia
- ◆ assonance

as they occur naturally in the texts.

While there is no prescription of texts to be studied at National 4 level, teachers may wish to consider issues of progression from National 4 to National 5 when deciding on the choice of texts.

E-learning

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit 'Latin: Literary Appreciation' (National 4) this could include:

- ◆ compiling and maintaining electronic recording of assessment evidence
- ◆ web-based research
- ◆ interactive language tasks in electronic format
- ◆ word processing of written responses to questions
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using virtual learning environments (VLEs)
- ◆ video conferencing
- ◆ using language-based websites to support learners to show understanding of key vocabulary and literary techniques
- ◆ online quizzes/tests

The *Course Support Notes* for Latin National 4 provide further useful guidance on learning and teaching approaches appropriate for this Unit.

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 where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Texts for Literary Appreciation

Choice of texts to be studied is at the discretion of the centre.

There is no prescription of texts at National 4 level. However, teachers may wish to use the same authors/texts at National 4 as at National 5 to facilitate bi-level teaching.

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

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- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ *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*](#)
- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ 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
- ◆ The Classics Library — www.theclassicslibrary.com
- ◆ LacusCurtius — A Gateway to Ancient Rome —
<http://penelope.uchicago.edu/Thayer/E/Roman/home.html>

Administrative information

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History of changes to Unit Support Notes

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Unit Support Notes — Latin: Translating (National 4)



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Please refer to the note of changes at the end of this document 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 National 4 Latin: Translating Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ National 4 Latin: Translating *Unit Specification*
- ◆ National 4 Latin *Course Specification*
- ◆ National 4 Latin *Added Value Unit Specification*
- ◆ National 4 Latin *Course Support Notes*
- ◆ Latin National 4: Literary Appreciation Unit 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 straightforward Latin texts and to develop the language skills needed for translation. Learners also develop knowledge of vocabulary, accidence and syntax.

Learners who complete this Unit will be able to:

- ◆ Translate straightforward unseen Latin prose texts into English

This Unit is a mandatory Unit of the National 4 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. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 5 or 6)
- ◆ Any other relevant qualification or experience

In terms of prior learning and experience, relevant Classical Languages experiences and outcomes may also provide an appropriate basis for doing this Unit.

The Outcomes in Classical Languages are organised into:

- ◆ translating texts
- ◆ interpretation of texts
- ◆ using knowledge about language
- ◆ culture and heritage

The new National Qualifications in Latin reflect and build on these skills, knowledge and understanding.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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

Learners may progress to:

- ◆ National 5 Latin Course or relevant component Units
- ◆ National 4 Latin: Literary Appreciation Unit
- ◆ National 4 Latin: Assignment
- ◆ National 4 Classical Studies 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 learning, teaching and assessment within the National 4 *Latin: Translating* Unit.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence that satisfies a Unit, completely or partially. This is naturally occurring evidence.

Evidence generation

The Unit assessment for Translating will typically consist of unseen Latin prose passages accompanied by a word-specific list of vocabulary. Evidence of at least one translation of a straightforward unseen Latin prose text. Exemplification of Unit assessment for National 4 Latin will be available on the National Assessment Resource.

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

Translate straightforward unseen Latin prose texts into English

Assessment Standards Translating	Gathering evidence
1.1 Applying knowledge of vocabulary, accidence and syntax 1.2 Conveying overall meaning using appropriate language	Learners' oral or written responses in the form of: <ul style="list-style-type: none"> ◆ oral answers to questions ◆ written answers to questions ◆ written or oral comparison which picks out key language and ideas ◆ written or oral summaries of key ideas ◆ oral responses Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.

Learners should be in the process of completing or should have completed the Translating and Literary Appreciation Units before embarking on the assignment required to complete the Added Value Unit. As all assessment will be carried out internally, learners will need to generate evidence that shows their performance in each Unit meets the required Assessment Standards. To this end, teachers may wish to compile a folder of evidence for each learner.

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

- ◆ traditional, individual translation exercises
- ◆ teacher-led topics
- ◆ group workshop translations
- ◆ sorting exercises to establish and reinforce case/number/gender relations, presented in the form of puzzles
- ◆ the use of online exercises and games such as the internet workbook provided by the University of Missouri
- ◆ grammar reinforcement exercises and activities devised by learners as a competition
- ◆ games, puzzles, investigation exercises in etymology

Thematic programmes where translation and literary study can focus on a particular topic in Roman culture could also be used and be linked into cross-curricular programmes.

The *Course Support Notes* for National 4 Latin provide further useful guidance on learning and teaching approaches appropriate for this Unit.

E-learning

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit *Latin: Translating (National 4)* this could include:

- ◆ compiling and maintaining electronic recording of assessment evidence
- ◆ web-based research
- ◆ interactive language tasks in electronic format
- ◆ word processing of written responses to questions
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using virtual learning environments (VLEs)
- ◆ using language-based websites to support learners to show understanding of key vocabulary
- ◆ online quizzes/tests

The *Course Support Notes* for Latin National 4 provide further useful guidance on learning and teaching approaches appropriate for this Unit.

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 where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Translating, accidence and syntax

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

The following summary table shows the accidence and syntax that may be encountered at National 4 level:

Accidence
nouns: declensions 1-5 (all common case usages)
adjectives: regular (positive)
adverbs: regular (positive)
pronouns: <i>ego, nos, tu, vos</i> , se and possessive adjectives; <i>hic, ille, is, idem, qui, quis</i> (nominative only)
verbs: regular, indicative – all tenses active except future, future perfect
subjunctive: present, imperfect and pluperfect active – 3 rd person singular/plural
infinitive: present active
participle: present active
imperative: present active including <i>noli/nolite</i>
Syntax
Relative clauses with indicative (nominative pronoun)
Purpose clauses; <i>ut</i> and <i>ne</i> with subjunctive
Result clauses: <i>ut</i> with subjunctive
Indirect statement
Direct command/prohibition
Indirect command/prohibition: <i>ut/ne</i> with subjunctive
Direct question
Indirect question
Causal clauses: <i>quod, quia</i> with indicative
Temporal clauses: <i>cum, ubi, postquam, antequam</i> with indicative
Conditional clauses: with indicative only
Concessive clauses: <i>quamquam</i> with indicative
Participle use: present active only (excluding Ablative Absolute)
Other accidence or syntax necessary for the sense of the passage will be glossed.

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications on SQA’s website:
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 Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ *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*](#)
- ◆ *Template and Guidance for Unit Assessment Exemplification*
- ◆ 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
- ◆ The Classics Library – www.theclassicslibrary.com
- ◆ LacusCurtius — A Gateway to Ancient Rome —
<http://penelope.uchicago.edu/Thayer/E/Roman/home.html>

Administrative information

Published: May 2014 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Wording has been changed in ' <i>Approaches to learning, teaching and assessment</i> ' section (p33) to show that only one translation is required to achieve the Unit.	Qualifications Manager	May 2014

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