

National 5 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 provide advice and guidance to support the delivery of the National 5 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 5 Latin Course Specification
- ◆ Latin: Literary Appreciation (National 5) *Unit Specification*
- ◆ Latin: Translating (National 5) *Unit Specification*
- ◆ Latin: Translating (National 5) *Unit Support Notes*
- ◆ Latin: Literary Appreciation (National 5) *Unit Support Notes*

Course Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing 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 4 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 3 or 4)
- ◆ Any other relevant qualifications or experience

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

The Course enables learners to communicate, to be critical thinkers, to develop cultural awareness, and to be creative

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

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

Further information on relevant accident and syntax that should be covered at this level is shown in Appendix 1. Teachers/lecturers should also refer to the *Course Assessment Specification*. Teachers/lecturers will wish to ensure that this is included in the Course coverage to ensure that learners who wish to progress to Higher Latin have sufficient preparation for the next level.

Teachers may wish to consider use of the same authors/texts at National 5 level as at Higher to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from National 5 to Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

Progression from this Course

Progression from National 5 Latin may provide progression to:

- ◆ Higher Latin or any relevant component Units
- ◆ Classical Studies National Qualifications 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 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:

Course	National 3	National 4	National 5	Higher
Latin	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 5 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 will largely be sequential or may be studied in parallel, with the language work underpinning translation likely to be done before any interpretation may be attempted.

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

Learners must have completed the Units in Translating and Literary Appreciation before undertaking the National 5 Course assessment. 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 and 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. Other contexts, such as politics or the law, 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 texts 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 National 5 Latin 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 record of learning where 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.

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 and literary appreciation.

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 different 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 accident and syntax have been taught for Translating, on the completion of individual texts for Literary Appreciation or on completion of individual Outcomes.

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.

Literary Appreciation assessments could take the form of questions eliciting knowledge of subject matter, appreciation of style, tone, the author's attitude etc. The learner's response could be written or presented in another way, eg by a PowerPoint presentation or talk — with the results recorded by the teacher in such a way as to make it capable of moderation (retention of pupil notes, electronic recording, etc).

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 class exercises conforming to the Outcomes being assessed would be an acceptable form of evidence.

Pattern and structure of assessment

The Course assessment will take place at the end of the Course, following the completion of the Units. It will consist of two Question Papers, one for Translation and one for Literary Appreciation. The Course Assessment Specification contains further information on the pattern and structure of Course assessment.

Preparation for Course assessment

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

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

Combining assessment across Units

Translation exercises could easily be followed by questions on the ideas and themes and author's technique contained within the texts studied for Literary Appreciation. Discussion of or questions on personal responses to content could follow with learners being asked to complete some further research into identified cultural aspects and present their findings in written, oral or digital form. This approach would result in the integration of content and skills across the Translating and Literary Appreciation Units.

Where such a combined assessment approach is used, it will be important to ensure evidence of achievement of each planned and 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 and skills for work	Approaches to learning and teaching
1 Literacy 1.1 Reading Literacy is the ability to communicate by reading, writing, and listening and talking.	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.
4 Employability, enterprise and citizenship 4.6 Citizenship Citizenship includes having concern for the environment and for others; being	The study of Latin at National 5 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

<p>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>life, work, business and society in Roman times with these in modern times.</p>
<p>5 Thinking skills 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 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 Course assessment 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 texts by different authors. Learners will also develop the ability to plan, organise and complete tasks and activities as they develop more independent learning skills at this level.</p>

E-learning

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

There is a range of opportunities for e-learning in this Course:

- ◆ accessing suitable content on the Internet (many clips are useful for language learning or bringing ancient texts to life)
- ◆ use of specific software packages, eg software to support learner understanding of Latin verbs
- ◆ use of tablet devices
- ◆ use of free Latin Course materials

These may also provide opportunities for e-assessment/generation of evidence.

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: Translating, accidentance and syntax

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

The following summary table shows the Accidentance and Syntax that may encountered at National 5 level:

Accidence
Nouns: declensions 1–5 (all common case usages)
Adjectives: regular (positive, comparative, superlative)
Irregular Adjectives: <i>bonus, malus, multus, magnus, parvus</i> (positive, comparative, superlative)
Adverbs: regular (positive, comparative, superlative)
Pronouns: ego, nos, tu, vos, se and possessive adjectives; hic, ille, is, idem, qui, quis
Pronouns: ipse, alter, nullus
Verbs: regular, indicative — all tenses active except future perfect, all persons
Verbs: regular, indicative — all tenses passive except future perfect, 3 rd person only
Subjunctive: present, imperfect and pluperfect active – 3 rd person only
Subjunctive: present and imperfect passive – 3 rd person only
Infinitive: present active, perfect active
Participle: present active, perfect passive
Imperative: present active including <i>noli/nolite</i>
Irregular verbs: sum, eo, nolo, volo
Syntax
Relative clauses with indicative only
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, <i>cum</i> with subjunctive
Temporal clauses: <i>cum, ubi, postquam, antequam</i> with indicative, <i>cum</i> with subjunctive
Temporal clauses: <i>dum, simulatque</i> with indicative
Concessive clauses: <i>quamquam</i> with indicative
Conditional clauses: with indicative only
Participle use: present/perfect active and passive including Ablative Absolute
Other accidentance or syntax necessary for the sense of the passage will be glossed.

Appendix 2: Texts for Literary Appreciation

- ◆ The prescribed texts for National 5 level are:
- ◆ Catullus: "Love Poems" selection
- ◆ Ovid: "Daedalus and Icarus" (selections from *Metamorphoses* VIII)
- ◆ Virgil: "The Fall of Troy" (selections from *Aeneid* II)
- ◆ Pliny: "The Haunted House" (selections from Letter VII.27); "The Dolphin" (selections from Letter IX.33)
- ◆ Cicero: "The Governorship of Verres in Sicily" (selections from *In Verrem* IV)

Teachers may wish to consider use of the same authors/texts at National 5 level as at Higher to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from National 5 to Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

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

Published: May 2014 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Additions made to Appendix 2 and clarification made to the completion of Units prior to Course Assessment in ' <i>Approaches to learning and assessment</i> ' section.	Qualifications Manager	May 2014

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Unit Support Notes — Latin: Literary Appreciation (National 5)



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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 5). They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Latin: National 5 Literary Appreciation *Unit Specification*
- ◆ Latin: National 5 Course Specification
- ◆ Latin: National 5 Course Assessment Specification
- ◆ Latin: National 5 Translating Unit Specification
- ◆ Latin National 5 Course Support Notes
- ◆ Latin: 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 detailed 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 detailed texts in Latin and translated into English

This Unit is a mandatory Unit of the National 5 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 4 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 3 or 4)
- ◆ any other relevant qualification or experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *National 5 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:

- ◆ Higher Latin Course or any relevant component Units
- ◆ Latin: Translating (National 5)
- ◆ National 5 or Higher 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 5)* 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.

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 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.

Learners should have completed the Units on Literary Appreciation and Translating before embarking on the Course assessment 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
- ◆ 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.

All of these learning and teaching activities can be used to generate evidence of the Assessment Standards for the National 5 Latin Literary Appreciation Unit.

For learners who are also working on the Latin: Translating (National 5) 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
- ◆ exclamation
- ◆ direct speech
- ◆ vivid present
- ◆ climax
- ◆ anti-climax
- ◆ personification

as they occur naturally in the texts.

E-learning

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit 'Latin: Literary Appreciation' (National 5) this could include:

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

The *Course Support Notes for Latin National 5* 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

- ◆ The prescribed texts for National 5 level are:
- ◆ Catullus: "Love Poems" selection
- ◆ Ovid: "Daedalus and Icarus" (selections from *Metamorphoses* VIII)
- ◆ Virgil: "The Fall of Troy" (selections from *Aeneid* II)
- ◆ Pliny: "The Haunted House" (selections from Letter VII.27); "The Dolphin" (selections from Letter IX.33)
- ◆ Cicero: "The Governorship of Verres in Sicily" (selections from *In Verrem* IV)

Teachers may wish to consider use of the same authors/texts at National 5 level as at Higher to facilitate bi-level teaching. If this approach is adopted, it will be important to ensure that learners progressing from National 5 to Higher have the opportunity to study material that is appropriate to the level and provides appropriate extension.

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 2: Reference documents

The following reference documents will provide useful information and background.

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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](#)
- ◆ 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	Additions made to Appendix 2: Texts for Literary Appreciation.	Qualifications Manager	May 2104

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Unit Support Notes — Latin: Translating (National 5)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Latin: Translating (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ National 5 Latin: Translating *Unit Specification*
- ◆ National 5 Latin Course Specification
- ◆ National 5 Latin Course Assessment Specification
- ◆ National 5 Latin Course Support Notes
- ◆ National 5 Latin: 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 detailed Latin texts and to develop the language skills needed for translation. Learners also develop knowledge and understanding of vocabulary, accidence and syntax.

Learners who successfully complete this Unit will be able to

- ◆ Translate detailed unseen Latin prose texts into English.

This Unit is a mandatory Unit of the National 5 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 4 Latin Course or relevant component Units
- ◆ Standard Grade Latin (grade 3 or 4)
- ◆ Any other relevant qualification or experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

- ◆ Higher Latin Course or relevant component Units
- ◆ National 5 Latin: Literary Appreciation Unit
- ◆ Classical Studies National Qualifications 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 5 *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 translating at least one detailed unseen Latin prose text will be required

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

Translate a detailed unseen Latin prose text into English

Assessment Standards Translating	Gathering evidence
1.1 Applying knowledge and understanding of vocabulary, accidence and syntax 1.2 Conveying overall meaning using appropriate language, style and structure	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 have completed the Translating and Literary Appreciation Units before embarking on the Course assessment. 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 Assessment Standard. 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 5 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 5) this could include:

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

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, accidentance and syntax

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

The following summary table shows the Accidentance and Syntax that may encountered at National 5 level:

Accidence
Nouns: declensions 1–5 (all common case usages)
Adjectives: regular (positive, comparative, superlative)
Irregular Adjectives: <i>bonus, malus, multus, magnus, parvus</i> (positive, comparative, superlative)
Adverbs: regular (positive, comparative, superlative)
Pronouns: ego, nos, tu, vos, se and possessive adjectives; hic, ille, is, idem, qui, quis
Pronouns: ipse, alter, nullus
Verbs: regular, indicative — all tenses active except future perfect, all persons
Verbs: regular, indicative — all tenses passive except future perfect, 3 rd person only
Subjunctive: present, imperfect and pluperfect active – 3 rd person only
Subjunctive: present and imperfect passive – 3 rd person only
Infinitive: present active, perfect active
Participle: present active, perfect passive
Imperative: present active including <i>noli/nolite</i>
Irregular verbs: sum, eo, nolo, volo
Syntax
Relative clauses with indicative only
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, <i>cum</i> with subjunctive
Temporal clauses: <i>cum, ubi, postquam, antequam</i> with indicative, <i>cum</i> with subjunctive
Temporal clauses: <i>dum, simulatque</i> with indicative
Concessive clauses: <i>quamquam</i> with indicative
Conditional clauses: with indicative only
Participle use: present/perfect active and passive including Ablative Absolute
Other accidentance 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](#)
- ◆ 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	Clarification made to the completion of Units prior to Course Assessment in ' <i>Approaches to learning and assessment</i> ' section.	Qualifications Manager	May 2104

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