National Qualifications

Latin
Project-dissertation
General assessment information

This pack contains general assessment information for centres preparing candidates for the project-dissertation of Advanced Higher Latin Course assessment.

It must be read in conjunction with the specific assessment task(s) for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

Valid from session 2015/16 and until further notice

Contents

Introduction

This is the general assessment information for Advanced Higher Latin project-dissertation.

This dissertation is worth 60 marks out of the total of 170 marks. This is 35% of the overall marks for the Course assessment. The Course will be graded A–D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of three Components of Course assessment. The other Components are a Literary Appreciation question paper, and a Translating question paper.

This document describes the general requirements for the assessment of the dissertation Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course/Unit Support Notes.*

What this assessment covers

This assessment contributes 35% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project-dissertation in the *Course Assessment Specification*.
These are:

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

The Added Value consists of challenge and application: the candidates will build on the skills they have acquired in the *Literary Appreciation* and *Translating* Units and the *Project* Unit and apply them with greater independence.

Assessment

Purpose

The purpose of this assessment is to generate evidence for the Added Value of this Course by means of a project-dissertation.

Assessment overview

The dissertation consists of one written text which will be the evidence for assessment. The Added Value consists of the ability to present the findings of an independent project based on an aspect of Latin literature, language or the Roman world.

This dissertation will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

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

The assessor will support the candidate to choose the focus, theme and genre for his/her dissertation.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This project-dissertation is:

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

Evidence will be submitted to SQA for external marking.
All marking will be quality assured by SQA.

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course.

The dissertation should be between 3,000–4,000 words. The word count for the dissertation should be submitted with the dissertation. If the word count exceeds the maximum by more than 10%, a penalty will be applied. The word length is appropriate to the complexity of the task, allowing candidates to conduct an in-depth study of their chosen area of study.

There are no restrictions on the resources to which candidates may have access, for example, spellcheckers and dictionaries.

Candidates must undertake the assessment, whatever the nature, independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop a dissertation plan. It may also be given to candidates on an individual basis. When assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated (eg detailed commentary on drafts) there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Assessor comments on the selection of a task/topic should be made before the candidate starts the task.

Assessors should not provide specific advice on how to re-phrase or improve responses, or provide model answers specific to the candidate's task. It is not acceptable for the assessor to provide key ideas, to provide a structure or plan, to suggest specific wording or to correct errors in spelling and/or punctuation. This would go beyond reasonable assistance.

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

The **writing stage** will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

Assessors should put in place mechanisms to authenticate candidate evidence. For example:

♦ regular checkpoint/progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity/progress

Group work approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote team working skills. However, group work is not appropriate once formal work on assessment has started.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ a dissertation of between 3,000 and 4,000 words

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.
All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Latin project-dissertation
This information is provided to help you understand the general principles you must apply when marking candidate responses to this dissertation. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
(c) The candidate's dissertation will be marked in terms of relevance of content; use of primary and secondary sources in Latin and English; argument and analysis.

Detailed Marking Instructions for Advanced Higher Latin project-dissertation
20 marks are available for each of the three elements: Content; Use of Primary and Secondary sources (including marks for source evaluation, Latin quotation and referencing); Argument and Analysis. These marks should be added up to arrive at a final mark out of 60.

The following grid should be used in helping assessors arrive at a mark.

The assessor should select the band containing the descriptors that most closely describe the dissertation.

Once that best fit has been decided, then:

♦ where the evidence fully meets the standard described, the highest available mark from that band range should be awarded
♦ where the candidate's work just meets the standard described, the lowest mark from that band range should be awarded
♦ otherwise the mark from the middle of that band range should be awarded
♦ where the number of marks in the band selected is four, assessors should use their professional judgement to decide allocation of the mark. For example, 16-13: if the candidate just misses a 16, award 15. If the candidate is slightly above a 13, award 14

0 marks should be awarded where the candidate provides no evidence of the ability to present the findings of an independent project based on an aspect of Latin literature, language or the Roman world.

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

Dissertation

Range of Marks	20-17	16-13	12-10	9-6	5-1	0
<u>Content</u> The dissertation demonstrates:	♦ factual content and an approach which is very clear and consistent with the title ♦ considerable breadth and depth	♦ factual content and an approach which is clear and consistent with the title ♦ breadth and depth	♦ factual content and approach which relates to the title ♦ some breadth and depth	♦ factual content and approach relate to the title but sometimes deviate ♦ limited breadth and depth	♦ elements of the factual content and approach do not relate closely to the title ♦ little breadth or depth	♦ no evidence of the extension and application of high-order skills to plan and produce independent research exploring an aspect of Latin language, literature or the Roman world
<u>Use of Primary and Secondary Sources</u> The dissertation demonstrates:	♦ substantial and skilful reference to primary and secondary sources including quotation in Latin	♦ substantial and effective reference to primary and secondary sources including quotation in Latin	♦ effective reference to primary and secondary sources including quotation in Latin	♦ limited reference to primary and secondary sources including little or no quotation in Latin	♦ little use of primary and secondary sources ♦ no quotation in Latin	
<u>Argument and Analysis</u> The dissertation demonstrates:	♦ a consistent and assured argument which displays a confident grasp of the evidence and reaches a well-reasoned conclusion ♦ a detailed and effective analysis which advances the argument and considers various implications	♦ a convincing argument which displays a sound grasp of the evidence and reaches a reasoned conclusion ♦ a detailed analysis which advances the argument and considers various implications	♦ a clear argument which displays a grasp of the evidence and reaches a conclusion ♦ an analysis which advances the argument and considers some implications	♦ limited organisation ♦ an attempt to analyse the issues involved	♦ little organisation ♦ narrative and description rather than analysis	

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

Security and confidentiality

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