



Higher Latin

Course code:	C843 76
Course assessment code:	X843 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

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

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

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper Literary appreciation	80	2 hours and 40 minutes
Component 2: question paper Translating	50	1 hour

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Latin course or equivalent qualifications and/or experience prior to starting this course.	<ul style="list-style-type: none">◆ other qualifications in Latin or related areas◆ further study, employment and/or training

Conditions of award

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

Course rationale

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

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

This course has an emphasis on skills development and the application of those skills. Assessment approaches are proportionate, fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

Through study of Latin language and literature, the course provides candidates with the opportunity to develop:

- ◆ understanding of how language works, analytical skills, and the ability to use language well to communicate ideas and information effectively
- ◆ skills in using different media effectively to support independent learning and communication
- ◆ critical and creative thinking skills to synthesise ideas and arguments through the study of Latin texts
- ◆ appreciation of the interconnected nature of languages
- ◆ enhanced enjoyment and understanding of the legacy of Roman civilisation and its influence on their own and other cultures

Purpose and aims

The course provides candidates with the opportunity to develop and extend a wide range of skills. In particular, the course aims to develop:

- ◆ the language skills of translating
- ◆ 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 candidates with opportunities to listen, talk, read, and write in English, and to read in Latin.

Who is this course for?

The course is for candidates who wish to develop their skills of translating, understanding, analysing and evaluating detailed and complex Latin language and literature.

It is suitable for candidates who wish to study a range of different types of texts in different media and to demonstrate achievement in different ways and at different paces.

Candidates who take the course typically wish to develop their communication, critical thinking and creative skills as well as their cultural awareness.

Course content

The course provides opportunities for candidates to develop their language skills of translating, understanding, analysing and evaluating in an integrated way, and focuses on developing individual skills.

Translating

This aspect of the course provides candidates with the opportunity to study detailed and complex Latin texts and to develop the language skills needed for translating. Candidates also develop knowledge and understanding of vocabulary, accidence and syntax.

Literary appreciation

This aspect of the course provides candidates with the opportunity to develop the language skills needed to understand, analyse and evaluate detailed and complex texts in Latin and translated into English. Candidates also develop knowledge and understanding of literary techniques and aspects of Roman culture.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

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

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

Skills, knowledge and understanding for the course assessment

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

For literary appreciation, there are five prescribed texts as shown below:

- ◆ Catullus: *Poems* (selections)
- ◆ Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
- ◆ Virgil: 'The story of Dido' (selections from *Aeneid* I, IV and VI)
- ◆ Pliny: *Letters* 'The eruption of Vesuvius' (selections from letters VI.16 and VI.20)
- ◆ Cicero: 'The governorship of Verres in Sicily' (selections from *In Verrem* V)

Candidates must study the content of any two of the prescribed texts. The details of the selections for each text are available on SQA's website. Centres can download these files either by individual author, or in a single file.

Translating: accidence and syntax

Accidence

Nouns: declensions 1–5 with case usages as follows

Nominative: subject, complement

Vocative

Accusative: object, with prepositions, place, time, distance, subject in indirect statement

Genitive: possessive, descriptive, partitive, value

Dative: indirect object, agent with gerundive, possessive, predicative, object of certain verbs

Ablative: prepositions, place, time, price, instrumental, descriptive, comparative

Locative

Adjectives: regular (positive, comparative, superlative)

Adjectives: irregular: *bonus, malus, multus, multi* (positive, comparative, superlative)

Adjectives: demonstrative: *hic, ille, is, alius, alter, ullus, nullus, totus, solus, uter, neuter*

Adverbs: regular (positive, comparative, superlative)

Adverbs: irregular (positive, comparative, superlative): *bene, male, paulum, multum*

Adverbs: interrogative: *ubi, quo, unde, quomodo, quando, cur*

Pronouns: *ego, nos, tu, vos, se* and possessive adjectives

Pronouns: *hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam*

Verbs: all conjugations — all tenses active and passive

Verbs: deponent — all tenses, moods and participles

Verbs: irregular *sum, fero, eo* and main compounds *volo, nolo, malo, fio*

Subjunctive: all tenses active and passive, including deponents

Infinitive: all tenses active and passive except future passive

Participle: all tenses active and passive

Imperative: present active, including *noli/nolite*

Syntax

Relative clauses with indicative and subjunctive

Purpose clauses: *ut*, *ne* and *qui* with subjunctive

Purpose clauses with gerund and gerundive

Result clauses: *ut* with subjunctive

Indirect statement

Direct command/prohibition

Indirect command/prohibition: *ut/ne* with subjunctive

Direct question

Indirect question

Causal clauses: *quod*, *quia* with indicative, *cum* with subjunctive

Temporal clauses: *ubi*, *postquam*, *antequam*, *cum*, *dum*, *donec*, *simulatque*, *priusquam*, *ut*

Concessive clauses: *quamquam*, *cum*, *quamvis*

Conditional clauses: indicative and subjunctive

Fearing clauses

Gerunds and gerundives: obligation and attraction

Participle use: all uses, including ablative absolute

Ablative absolute using nouns, pronouns, participles and adjectives

Impersonal verbs, including impersonal passive

Predicative dative

Subjunctives of wish and command

Historic present

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

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

Skills for learning, skills for life and skills for work

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

1 Literacy

1.1 Reading

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

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

Course assessment

Course assessment is based on the information provided in this document.

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

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

This enables candidates to apply:

- ◆ language skills to understand, analyse and evaluate detailed and complex texts in Latin and translated into English by answering appropriately challenging questions on prescribed texts
- ◆ knowledge and understanding of vocabulary, accidence and syntax to translate a detailed and complex unseen Latin prose text into English

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

Course assessment structure: question paper

Question paper: Literary appreciation

80 marks

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

Candidates demonstrate:

- ◆ understanding, analysis and evaluation of detailed and complex texts in Latin and translated into English
- ◆ application of knowledge and understanding of literary techniques
- ◆ knowledge and understanding of aspects of Roman culture

Candidates choose to answer on any two texts from a choice of five prescribed texts:

- ◆ Catullus: *Poems* (selections)
- ◆ Ovid: 'Pyramus and Thisbe' and 'Baucis and Philemon' (selections from *Metamorphoses* IV and VIII)
- ◆ Virgil: 'The story of Dido' (Selections from *Aeneid* I, IV and VI)
- ◆ Pliny: *Letters* 'The eruption of Vesuvius' (selections from letters VI.16 and VI.20)
- ◆ Cicero: 'The governorship of Verres in Sicily' (selections from *In Verrem* V)

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

Candidates answer questions worth a range of marks on each author chosen. Questions on each author are of an equal level of demand.

For each author chosen, candidates answer:

- ◆ at least one extended-response question on literary techniques
- ◆ at least one extended-response question on aspects of Roman culture reflected in the text
- ◆ one extended-response question, allowing an evaluative critical response to the text as a whole or selections of text of their choice

The question paper has 80 marks out of a total of 130 marks for the course assessment.

Marks are awarded for:

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

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 2 hours and 40 minutes to complete this question paper.

Question paper: Translating

50 marks

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

Candidates demonstrate:

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

This question paper contains one set passage of Latin and a specific wordlist.

The question paper has 50 marks out of a total of 130 marks for the course assessment.

Marks are awarded for:

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

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour to complete this question paper.

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

Grading

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

Grade description for C

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

Grade description for A

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

Equality and inclusion

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

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/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Higher Latin subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Administrative information

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History of changes

Version	Description of change	Date

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

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