

## National 5 Latin

<b>Course code:</b>	C843 75
<b>Course assessment code:</b>	X843 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	session 2017–18

The course specification 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 a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Latin: Literary Appreciation	60	50	2 hours
Component 2: question paper 2 Latin: Translating	40	50	1 hour

Recommended entry	Progression
Entry to this course is at the discretion of the centre.  Candidates should have achieved the fourth curriculum level or the National 4 Latin course or equivalent qualifications and/or experience prior to starting this course.	<ul style="list-style-type: none"><li>◆ other qualifications in Latin or related areas</li><li>◆ further study, employment and/or training</li></ul>

## 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 more time for learning, more focus on skills and applying learning, and 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.

In this course, there is 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.

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Candidates encounter a range of different types of texts in different media. Building on the four capacities, the course enables candidates to communicate, be critical thinkers, develop cultural awareness and be creative.

The course supports lifelong learning for candidates of all ages. Learning about the cultures of the world and about the social and political dimensions of society will be enhanced by an awareness of the contributions made by Roman civilisations.

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

- ◆ understanding of how language works 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 main purpose of the course is to provide candidates with the opportunity to develop translation skills and the ability to understand, analyse and evaluate through the study of Latin language and literature.

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates 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 to 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 provides flexibility, personalisation and choice to enable learners to achieve in different ways and at different paces.

Prior learning in the subject is not essential, although the course provides opportunities for learners to build on prior learning experienced in a broad general education or in Latin qualifications at a lower SCQF level.

# Course content

The course provides candidates with the opportunity to develop their language skills of translating, understanding, analysing and evaluating. The course provides opportunities for candidates to develop these skills in an integrated way as well as to focus on developing individual skills.

## Translating

This course provides candidates with the opportunity to study detailed 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 course provides candidates with the opportunity to develop the language skills needed to understand, analyse and evaluate detailed 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 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

### 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: '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 7.27); 'The Dolphin' (selections from Letter 9.33)
- ◆ Cicero: 'The Governorship of Verres in Sicily' (selections from In Verrem IV)

Candidates should study the content of at least two of the prescribed texts. The details of the selections for each text are available on SQA's website in a single file together with individual files for each author. These files can be downloaded by centres.

## **Translating: accidence and syntax**

### **Accidence**

Nouns: declensions 1–5 (all common case usages)

Adjectives: regular (positive, comparative, superlative)

Irregular adjectives: *bonus, malus, multus, magnus, parvus* (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, third person only

Subjunctive: present, imperfect and pluperfect active — third person only

Subjunctive: present and imperfect passive — third person only

Infinitive: present active, perfect active

Participle: present active, perfect passive

Imperative: present active, including *noli/nolite*

Irregular verbs: *sum, eo, nolo, volo*

### **Syntax**

Relative clauses with indicative only

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

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: *cum, ubi, postquam, antequam* with indicative, *cum* with subjunctive

Temporal clauses: *dum, simulatque* with indicative

Concessive clauses: *quamquam* with indicative

Conditional clauses: with indicative only

Participle use: present/perfect active and passive, including ablative absolute

Other accidence or syntax necessary for the translating passages will be 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 ([www.scqf.org.uk](http://www.scqf.org.uk)).

# 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

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.



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

Over the course assessment there will be broad parity between the assessment of skills, knowledge and understanding.

# Course assessment structure: question paper

## Question paper 1: Latin: Literary Appreciation

**60 marks**

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skills of literary appreciation.

In this question paper the skills, knowledge and understanding being assessed are:

- ◆ understanding, analysing and evaluating detailed texts in Latin and translated into English
- ◆ applying knowledge and understanding of literary techniques
- ◆ knowledge and understanding of aspects of Roman culture

This question paper has a total mark allocation of 60 marks, which is scaled to 50 marks. This is 50% of overall marks for course assessment.

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

- ◆ 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 7.27); 'The Dolphin' (selections from Letter 9.33)
- ◆ Cicero: 'The Governorship of Verres in Sicily' (selections from *In Verrem* IV)

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

Candidates answer questions worth a range of marks on each author chosen.

For each author chosen, candidates answer at least one extended response question on literary techniques and at least one extended response question on aspects of Roman culture reflected in the text.

In addition, candidates answer a range of short answer questions on each author chosen.

The questions for literary appreciation assess application, understanding, analysis and evaluating skills. Questions on each author are of an equal level of challenge.

Marks are awarded for:

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

### **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 complete this question paper in 2 hours.

### **Question paper 2: Latin: Translating**

**40 marks**

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of translating.

In this question paper the skills, knowledge and understanding being assessed are:

- ◆ translating a detailed unseen Latin prose text into English
- ◆ applying knowledge and understanding of vocabulary, accident and syntax
- ◆ conveying the overall meaning of the text in English using appropriate language, style and structure

This question paper has a total mark allocation of 40 marks, which is scaled to 50 marks. This is 50% of overall marks for the course assessment.

One passage is set for translating and a specific word-list will accompany the passage.

Marks are awarded for accuracy in translation of each block of text and for 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 complete this question paper in 1 hour.

Specimen question papers for National 5 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

A candidate's overall grade is 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](http://www.sqa.org.uk/assessmentarrangements).

# Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Latin subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [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](#)

# Administrative information

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## History of changes to course specification

Version	Description of change	Authorised by	Date

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