



Questions & Answers

Changes to assessment in National 5 Latin

1 Question paper 1 — literary appreciation

Do more questions and the new total of 60 marks for literary appreciation mean the question paper is going to be more challenging for candidates?

No. The additional marks and questions mean more of the prescribed texts are sampled in the question paper. Previously the assessment of units sampled more of the prescribed texts.

The literary appreciation questions have the same level of difficulty as before. They are also the same types of question and they cover the same range of content. Additional time is allowed to complete the new question paper.

If the literary appreciation question paper samples more content will the questions become more 'guessable' every year?

No, that should not be the case. The annual item writing and checking processes consider carefully how questions are worded and how question papers are put together. This will help to avoid 'guessability'.

Why not keep equal weighting between the marks for literary appreciation and translating, ie 30 marks for each component?

Unit assessment is no longer required for the course. If the literary appreciation question paper was worth only 30 marks (15 marks for each author), it would not allow us to produce enough questions for sampling more of the prescribed texts.

Increasing the number of marks to 40 for translating makes it easier for us to ensure that the blocks are of equal length and contain only one essential idea. This is fairer for candidates.

Are candidates still required to pass the assessment standards 1.1–1.4 in literary appreciation?

No. The assessment standards 1.1–1.4 were previously required for unit assessment for literary appreciation. However, unit assessment is no longer a requirement of the National 5 Latin course. The course specification and specimen question papers show what is required for the course.

The course assessment still samples the literary appreciation skills of understanding, analysis and evaluation of literary texts in Latin or in English translation. It also samples knowledge and understanding of aspects of Roman culture and literary techniques reflected in the texts. These skills, knowledge and understanding still need to be covered in learning and teaching.

What is the impact on workload for candidates and teachers and lecturers of a longer literary appreciation question paper?

Other than less time being spent on unit assessment, there should not be a great deal of change for candidates or teachers and lecturers. The prescribed texts are not changing and they still have to be studied in the same way as before so that candidates are prepared for the question paper.

Teachers and lecturers may wish to give opportunities to candidates to practise answering sets of questions (worth 30 marks) in 1 hour on a prescribed author.

Should centres mirror the revised format of 60 marks for literary appreciation and 40 marks for translating in their prelim examinations?

It is for centres to decide the format of their prelim examinations. However, since the set time for the literary appreciation question paper is now 2 hours it would be helpful to give candidates the chance to write a 2-hour paper. This would also be helpful for working out estimates.

Will having more questions for literary appreciation disadvantage less able candidates?

No. Having more questions should mean that candidates of all levels of ability have more opportunity to gain marks across the question paper as they can show more of what they know.

Are there some skills which are more important than others in literary appreciation?

All skills are equally important. When the question papers are put together, careful attention is paid to ensuring there is an appropriate spread of questions across all of the skills.

In literary appreciation, should candidates expect at least one question on literary techniques and at least one question on culture for each author?

Yes. Candidates should also be aware that culture questions can ask for judgement and/or analysis, as well as knowledge. Candidates may be asked to base their culture answers on the text alone, or on the text and their wider knowledge. Previously the questions on culture arising naturally from the texts were always worth three marks. Now questions on culture arising naturally from the texts may be worth more or less than this depending on the nature of the question and the response expected.

Is there a notional idea of the maximum mark available for the culture question in literary appreciation?

No. The mark will depend on the question. If the question lends itself to more than three marks, it could have an additional mark. Questions could also have just one mark. There will always be at least one culture question for each author. However, there could be more as the increased number of marks means we have more flexibility.

Will every question in literary appreciation begin with a command word?

No. A command word is used when it is appropriate for the style of question being asked.

How can we be confident that the questions on each author are equally challenging?

At various stages in the question paper process, proposed questions are closely looked at by teams of experienced Latin teachers and lecturers to ensure this is the case.

For example, they check that for each author there is at least one question on culture arising from the text, at least one question on the author's literary techniques, and that some questions allow candidates to make developed points. They also check that there is an appropriate mix of types of question covering understanding, analysis and evaluation skills. This is done to ensure all candidates have an opportunity to access questions appropriate to their level of understanding of the texts.

How are marks awarded for candidates making developed points?

For each author, the style of questions and the number of marks available give an indication of the number of points candidates should include in their responses. Marks are available either for a new valid point or for a valid point which has been developed further (or for a mixture of both).

We no longer ask candidates to 'give three reasons for your answer ...' as this wording suggests we are looking for them to say three different things. If we say 'explain your answer...' candidates could make one point and develop it further and perhaps make another point.

Marks are available either for making a number of different points or for making one point and developing it further (which is a skill we recognise and wants to reward).

Should candidates quote Latin alongside translation or paraphrase in English or should they just give a translation or paraphrase in English.

We do not require candidates to quote Latin in their responses and they will not be awarded any extra marks for doing so. Marks will only be awarded for the translation or paraphrase in English.

When marking the question paper, markers are looking for evidence that candidates know what specific parts of the literary texts mean.

Note: it would be appropriate for candidates to quote Latin when giving examples of specific literary techniques (eg alliteration or play on words). These would be lost if only English translation or paraphrase were given.

2 Question paper 2 — translating

Why does translating have more marks and blocks if the translating text is the same length as previously?

Strengthening the course assessment has allowed us to review the number of marks for translating and increase the number of blocks in the translating passage. This allows us to ensure that the blocks are roughly the same length and contain only one essential idea. This is fairer for candidates because they will be less likely to miss out words or mistranslate the essential idea.

Increasing the number of blocks to 20 also allows us to retain the 2 – 1 – 0 approach to marking.

Will candidates be penalised if they get the tenses wrong in their translations?

The marking instructions for translating give guidance on this.

Markers look at each script on an individual basis. If the wrong tense does not distort the meaning of the block significantly, then the candidate would be awarded the two marks.

Should candidates be encouraged to look up every word in the word-list even if they are confident that they know the meaning?

The word-list is specific to the passage and contains each word's particular meaning in the context of that passage. It is therefore strongly advised that candidates check out the specific meanings. However, if candidates use the meaning they already know, and not the meaning provided, they will not be penalised. The allocation of 1 hour to complete this question paper should give candidates enough time to use the word-list extensively. They should consult the word-list for any proper nouns which appear in the passage, as it will identify what type of noun it is, eg name of a man, name of a city, name of a place.

Is the process of 'block review' still used when marking the translating paper?

Yes. Markers can still review a block and either add or deduct a mark depending on the sense of the whole block. Blocks which technically are correct but make no sense may be penalised. Blocks (particularly long ones) which are almost correct but did not get 2 marks on first marking may get their lost mark restored. Block review is usually carried out in consultation with the principal assessor at the time of marking.

3 General questions for both components

Why is SQA introducing scaling when this was stopped previously?

This is being done to maintain the 50:50 balance between literary appreciation and translating.

How will scaling be carried out in National 5 Latin?

Scaling will be carried out after marking is complete and it will be done electronically.

Centres will need to scale prelim marks when working out estimates to be submitted to SQA. Will centres be issued with 'conversion tables' for this?

The following components of the National 5 Latin course will include marks scaling:

- ◆ Component 1: Literary appreciation
- ◆ Component 2: Translating

The purpose of scaling at National 5 is to ensure that each skill has equal weighting. In order to assist centres, we have created the scaling grids overleaf for each of the scaled components.

Component 1: Literary appreciation	
Raw mark	Scaled mark
60	50
59	49
58	48
57	48
56	47
55	46
54	45
53	44
52	43
51	43
50	42
49	41
48	40
47	39
46	38
45	38
44	37
43	36
42	35
41	34
40	33
39	33
38	32
37	31
36	30
35	29
34	28
33	28
32	27
31	26
30	25
29	24
28	23
27	23
26	22
25	21
24	20
23	19
22	18
21	18
20	17
19	16
18	15
17	14
16	13
15	13
14	12
13	11
12	10
11	9
10	8
9	8
8	7
7	6
6	5
5	4
4	3
3	3
2	2
1	1
0	0

Component 2: Translating	
Raw mark	Scaled mark
40	50
39	49
38	48
37	46
36	45
35	44
34	43
33	41
32	40
31	39
30	38
29	36
28	35
27	34
26	33
25	31
24	30
23	29
22	28
21	26
20	25
19	24
18	23
17	21
16	20
15	19
14	18
13	16
12	15
11	14
10	13
9	11
8	10
7	9
6	8
5	6
4	5
3	4
2	3
1	1
0	0