

## Latin: Translating

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** H21F 76

### Unit outline

The general aim of this Unit is to provide learners with the opportunity to study detailed and complex Latin texts and to develop the language skills needed for translation. Learners also develop knowledge and understanding of vocabulary, accidence and syntax.

Learners who complete this Unit will be able to:

- 1 Translate detailed and complex unseen Latin prose texts into English

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in Unit Assessment Support.

### Recommended entry

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 5 Latin Course or relevant Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:R

#### **1 Translate detailed and complex unseen Latin prose texts into English by:**

- 1.1 Applying knowledge and understanding of vocabulary, accident and syntax
- 1.2 Conveying meaning using appropriate language, style and structure

### Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of translating at least one detailed and complex unseen Latin prose text from Latin into English.

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Evidence of Outcomes can be in written or oral form.

Learners will be provided with a full alphabetical word list specific to the passage.

Exemplification of assessment is provided in Unit Assessment Support.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

### 1.1 Reading

## **4 Employability, enterprise and citizenship**

### 4.6 Citizenship

## **5 Thinking skills**

### 5.3 Applying

### 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Appendix: Unit support notes

## Introduction

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

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

# 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: Translating* (Higher) 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 which satisfies the Unit completely or partially. This is naturally occurring evidence.

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

### Translate detailed and complex unseen Latin prose texts into English

Assessment Standards Translating	Gathering evidence
1.1 Applying knowledge and understanding of vocabulary, accidence and syntax 1.2 Conveying meaning using appropriate language, style and structure	<p>Learners could provide oral or written responses in the form of:</p> <ul style="list-style-type: none"> <li>◆ oral answers to questions</li> <li>◆ written answers to questions</li> <li>◆ written or oral comparison which picks out key language and ideas</li> <li>◆ written or oral summaries of key ideas</li> <li>◆ oral responses</li> <li>◆ comprehension exercises</li> <li>◆ tests on syntax</li> <li>◆ choosing the right word according to context</li> <li>◆ précis — one paragraph into one sentence</li> <li>◆ unseen translation passages</li> </ul> <p>Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.</p>

Some learning activities that could generate evidence which could be considered for this Unit include:

- ◆ group workshop translations/paired translations
- ◆ the use of online exercises and games as available on the Internet
- ◆ grammar reinforcement exercises and activities devised by learners as a competition
- ◆ grammar posters/collages
- ◆ peer marking
- ◆ self-assessment
- ◆ rewriting a passage in the passive voice
- ◆ investigation exercises in etymology
- ◆ traditional, individual translation exercises
- ◆ teacher-led topics

Thematic approaches could focus on a particular topic in Roman culture and could also be linked into cross-curricular programmes.

It is important to ensure that learners' evidence satisfies all the Assessment Standards for the skills of translating.

Where resources permit, centres may wish to use technology as much as possible to support learning, teaching and assessment. For the Unit *Latin: Translating* (Higher) 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

## Translation, Accidence and Syntax

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

The following summary table shows the accidence and syntax that may be encountered at Higher level:

<b>Accidence</b>
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 <i>bonus, malus, multus, multi</i> (positive, comparative, superlative)
Adjectives: demonstrative: <i>hic, ille, is, iste, idem, ipse, alius, alter, ullus, nullus, totus, solus, uter, neuter</i>
Adverbs: regular (positive, comparative, superlative)
Adverbs: irregular (positive, comparative, superlative) <i>bene, male, paulum, multum</i>
Adverbs: interrogative: <i>ubi, quo, unde, quomodo, quando, cur</i>
Pronouns: <i>ego, nos, tu, vos, se</i> and possessive adjectives
Pronouns: <i>hic, ille, is, idem, qui, quis, quisque, aliquis, quisquam</i>
Verbs: all conjugations — all tenses active and passive
Verbs: deponent: all tenses, moods and participles
Verbs: irregular: <i>sum, fero, eo</i> and main compounds; <i>volo, nolo, malo, fio, possum</i>
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 <i>noli/nolite</i>
<b>Syntax</b>
Relative clauses with indicative and subjunctive
Purpose clauses; <i>ut ne</i> and <i>qui</i> , with subjunctive
Purpose clauses with gerund and gerundive
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



<b>Accidence</b>
Temporal clauses: <i>ubi, postquam, antequam, cum, dum, donec, simulatque, priusquam, ut</i>
Concessive clauses: <i>quamquam, cum, quamvis</i>
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 and adjectives
Impersonal verbs including impersonal passive
Predicative dative
Subjunctives of wish and command
Historic present

Other accidence or syntax necessary for the sense of the passage will be glossed

## Reference documents

The following reference documents will 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.

- ◆ *Principles and practice papers for curriculum areas*
- ◆ The Classics Library — [www.theclassicslibrary.com](http://www.theclassicslibrary.com)

## **Combining assessment within the Unit**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Superclass:** FK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Page 3 – Evidence Requirement for the Unit: The sentence ‘All Assessment Standards must be achieved in each piece of evidence’ has been removed. Wording has also been changed to show that only one translation is required to achieve the Unit.	Qualifications Development Manager	April 2014
2.0	Level changed from Higher to SCQF level 6. Unit support notes added.	Qualifications Manager	September 2018

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Note: readers are advised to check SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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