



National 5
course
specification



National 5 Latin, SCQF Level 5 Course Specification

Course code:	C843 75
Course assessment code:	X843 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2026–27

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 a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper 1 Latin: Literary appreciation	40	1 hour and 20 minutes
Component 2: question paper 2 Latin: Translating	40	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">◆ 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 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 Qualifications Scotland'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 to 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, and are available 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 the [Skills for Learning, Skills for Life and Skills for Work](#) framework 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.

Learning for Sustainability

Qualifications Scotland is committed to identifying opportunities to develop the values, skills, knowledge and understanding of Learning for Sustainability within all National Courses.

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

40 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 of 40 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. 20 marks are allocated to each author.

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 Qualifications Scotland and conducted in centres under conditions specified for external examinations by Qualifications Scotland.

Candidates complete this question paper in 1 hour and 20 minutes.

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. This is 50% of overall marks for the course assessment.

One passage is set for translating and a specific wordlist 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 Qualifications Scotland and conducted in centres under conditions specified for external examinations by Qualifications Scotland.

Candidates complete this question paper in 1 hour.

Specimen question papers for National 5 courses are published on [Qualifications Scotland's website](#). These illustrate the standard, structure and requirements of the question papers. 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.

Qualifications Scotland's [equality of access to qualifications policy](#) outlines our commitment to:

- ◆ the Equality Act 2010
- ◆ anti-racist education
- ◆ protecting children's rights
- ◆ corporate parenting

Teachers and lecturers must consider the needs of individual candidates when planning learning experiences, designing learning resources, or choosing texts.

Guidance on assessment arrangements for disabled candidates and those with additional support needs is available on the [assessment arrangements web page](#).

Further information

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent Qualifications Scotland research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [Know Your SCQF Level — Scottish Credit and Qualifications Framework](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work framework](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Please read these in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Teachers and lecturers have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

The course enables candidates to communicate, to be critical thinkers, to develop cultural awareness, and to be creative.

The following provides an overview of the 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

Further information on relevant accidence and syntax to be covered in the course is available in the 'Skills, knowledge and understanding' section of this course specification.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching within the National 5 Latin course.

The structure of learning and teaching is to be designed to allow development of the skills, knowledge and understanding required for the course.

Candidates are to be given the opportunity to build on prior learning, develop their knowledge about Latin language, and integrate and apply the skills of translating and literary appreciation.

For those candidates who begin Latin at this level, learning for translating skills and literary appreciation skills will largely be sequential, although both sets of skills can be developed in parallel. The language work underpinning translation is likely to be done before any literary appreciation can be attempted.

A variety of factors will determine the proportion of time spent on developing each of the two sets of skills.

Teachers and lecturers should be confident that candidates are secure in their level of skills, knowledge and understanding of translating and literary appreciation before they undertake course assessment.

Teachers and lecturers may encourage candidates to compile a folder containing examples of their translating and literary appreciation tasks undertaken during the course. This can provide evidence for how well they have performed and can be useful for communicating candidates' progress as well as identifying their readiness for course assessment.

Topics and contexts

Candidates will be familiar with some of the contexts in the course that develop their skills, knowledge and understanding, for example family life or social life. Other contexts, such as politics or the law, may be less familiar.

Candidates should recognise that, when set within a different culture, namely the Roman world, even familiar contexts can, in practice, take on new and unfamiliar dimensions. The understanding, analysis and evaluation of Latin texts should ultimately encourage candidates to explore their understanding of the contexts of their learning and to compare these with modern or other cultural interpretations.

Learning about the legacy of the Romans in the context of the modern world enriches candidates' learning experience. It helps them to develop the skills for learning, life and work they need to be able to participate in and contribute towards a diverse and inclusive society. Where there are opportunities to contextualise approaches to learning and teaching to different nationalities and cultures, teachers and lecturers may wish to consider this.

Identifying differences and similarities between today's world and that of the Romans helps candidates to understand and appreciate the legacy of Roman culture, which informs many aspects of contemporary life. This can encourage candidates to challenge some of the cultural assumptions they make by broadening and deepening their cultural awareness. This, in turn, should develop an appreciation of and empathy with wider cultural differences.

Wherever possible, it is recommended that learning and teaching approaches, topics and contexts are used which support candidates in recognising the relevance and impact of Latin language and Roman culture on the culture and heritage of the local area in which they live or work. This could be supported, for example through exploring a range of texts with a flavour particularly relevant to that area.

Learning and teaching activities

Learning and teaching activities for National 5 Latin include:

- ◆ learning vocabulary
- ◆ learning grammar rules
- ◆ practising traditional individual translating exercises
- ◆ group workshop translations

- ◆ sorting exercises to establish and reinforce case, number, gender relations, presented in the form of puzzles
- ◆ using online exercises and games, such as internet workbooks
- ◆ grammar reinforcement exercises and activities devised by candidates as a competition
- ◆ games, puzzles, investigation exercises in etymology
- ◆ preparing translation of literature
- ◆ development of personal engagement with and analysis of literature
- ◆ making connections between the Roman world and contemporary life and/or issues
- ◆ discussing teacher-led topics
- ◆ discussing literary texts, as a class or in pairs or groups
- ◆ comparing literary texts from other cultures
- ◆ individual or group research and presentation
- ◆ art or craft work/other creative activities
- ◆ visits to sites, museums and institutions
- ◆ presentations by guest speakers and/or demonstrators
- ◆ listening to radio, television, film and online programmes
- ◆ creating a wiki or blog

Many of the above activities, which focus on a particular topic or theme in Roman culture, can be linked into cross-curricular programmes. This is to be encouraged.

Teachers and lecturers can also use the texts selected for translation as a way of developing skills, knowledge and understanding of literary appreciation. This would include learning about the use and effect of literary techniques, as they occur naturally in the texts, for example:

- ◆ alliteration
- ◆ simile
- ◆ word choice
- ◆ repetition
- ◆ rhetorical question
- ◆ metaphor
- ◆ onomatopoeia
- ◆ assonance
- ◆ exclamation
- ◆ direct speech
- ◆ vivid present
- ◆ climax
- ◆ anti-climax
- ◆ personification

Monitoring of progress and formative assessment

The learning and teaching activities previously listed provide opportunities to monitor candidates' progress and enable them to demonstrate their achievements.

Teachers and lecturers should explore opportunities in the day-to-day delivery of the course to observe candidates producing evidence of their developing skills, knowledge and understanding in preparation for course assessment. This formative assessment helps to identify the need for remediation and support for individual candidates and ascertain their readiness to undertake course assessment.

Some examples of naturally occurring opportunities to monitor progress and/or support needs are shown in the table below.

Candidates are asked to translate a detailed unseen Latin prose text into English.

Candidates must:	Progress and support or remediation needs
<ul style="list-style-type: none">◆ apply knowledge and understanding of vocabulary, accidence and syntax◆ convey overall meaning using appropriate language, style and structure	<p>Teachers and lecturers can review and record candidates' responses in the form of:</p> <ul style="list-style-type: none">◆ written and spoken answers to questions◆ written or spoken comparison which picks out key language and ideas◆ written or spoken summaries of key ideas <p>Spoken evidence can be recorded in a variety of ways, eg filmed, transcribed or recorded using an audio file or an observation checklist.</p> <p>Teachers and lecturers can use candidates' responses to judge whether satisfactory progress is being made in preparation for course assessment of translating.</p> <p>Encouraging candidates to compile a folder containing examples of their translating tasks, undertaken during the course, is also a very useful means of identifying candidates' readiness for course assessment.</p>

Integration of skills

During literary appreciation activities, candidates also use translation skills, and in translating activities, candidates benefit from understanding of context or authors' style. Learning activities for each skill set are complementary.

Translation exercises can easily be followed by questions on the ideas, themes and authors' techniques contained within the texts studied for literary appreciation. Discussion of, or questions on personal responses to content could follow, with candidates being asked to complete further research into identified cultural aspects and present their findings in written, spoken or digital form.

This integration of skills, knowledge and understanding contributes directly towards achievement of the aims of the course overall. The course should provide a sustained and progressive learning experience, offering to candidates:

- ◆ reinforcement of teaching points where necessary, covering skills, knowledge and understanding required for translating and literary appreciation thereby aiding integration
- ◆ extra reading to improve translation skills but also to develop literary appreciation skills
- ◆ time for more structured development of contextual knowledge, to assist candidates to undertake unseen translating tasks

Preparing for course assessment

During the course, time can be used, at the discretion of teachers or lecturers, to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout it for consolidation and support, for example:

- ◆ after selected points of accidence and syntax have been taught for translating
- ◆ completion of individual texts for literary appreciation
- ◆ completion of activities combining both skills

For translating, tasks to check progress and possible support needs would typically consist of unseen Latin prose passages accompanied by a word-specific list of vocabulary. Candidates translate these passages into English in written, spoken or digital form.

For literary appreciation, tasks to check progress and possible support needs would typically consist of questions set on the literature which has been studied. The questions should sample the skills, knowledge and understanding developed in the course allowing candidates to demonstrate their levels of understanding, analysis and evaluation of the texts, for example:

- ◆ questions eliciting knowledge of subject matter
- ◆ appreciation of style, tone, the author's attitude
- ◆ candidates' responses could be written or presented in another way, such as by audio-visual presentation or talk

Teachers and lecturers should encourage candidates to complete translation and literary appreciation tasks on a regular basis.

Retention of, for example candidate notes, transcriptions, recording, observation checklists of responses aids identification of areas for remediation and support as well as whether candidates are ready for course assessment.

General marking principles and course reports

The general marking principles, which accompany the specimen question papers, and the course reports prepared by principal assessors on completion of the examination diet, contain valuable information. These are available on the Latin subject page.

Qualifications Scotland strongly encourages teachers and lecturers to make use of these valuable sources to help prepare candidates for course assessment.

Question paper: Literary appreciation

This question paper contains questions using a range of command words that give candidates an indication of the kind of response required. Teachers and lecturers should ensure candidates understand the meaning of the command words used.

Teachers and lecturers can help prepare candidates for this question paper by:

- ◆ encouraging them to develop their answers in order to gain further marks
- ◆ making sure they are aware that culture questions can ask for judgement and/or analysis, as well as knowledge
- ◆ ensuring they know to expect to be asked to base their culture answers on the text alone, or on the text and their wider knowledge. Both question formats may be used
- ◆ ensuring they know the details within specific lines, as well as whole themes, and they should not stray beyond the line references in each question when answering
- ◆ ensuring they know when quoting Latin, they normally also need to show knowledge of what the Latin means, either with a direct translation or a paraphrase of it

Question paper: Translating

For this question paper, candidates should be aware that both good quality and comprehensiveness of translation gain marks.

Teachers and lecturers can help prepare candidates for this question paper by:

- ◆ ensuring they know to expect to handle the prescribed grammar and syntax, including tenses, irregular verbs and pronouns
- ◆ ensuring they know to follow the punctuation of the passage carefully, as it helps to provide useful sense blocks
- ◆ making sure they take the time to check that no superfluous words have been added, nor any Latin words have been omitted
- ◆ ensuring they know the importance of translations being put into fluent English
- ◆ making sure they know there is clear evidence that, if time allows, redrafting responses is a worthwhile task
- ◆ making sure they consult the wordlist for any proper names which appear in the passage, as it will identify what type of name it is, for example name of a man, name of a city

E-learning

E-learning can play an important role in the design and delivery of the new National Courses by supporting integration and candidate personalisation and choice. Where resources permit, centres may wish to use technology to support learning, teaching and formative assessment.

There is a range of opportunities for e-learning in this course using, for example mobile phones, tablet devices, virtual learning environments (VLEs) and video conferencing for activities such as:

- ◆ accessing suitable, often free, content and/or course materials on the internet (many clips are useful for language learning or bringing ancient texts to life)
- ◆ accessing language-based websites to support candidates to show understanding of key vocabulary and literary techniques, including online quizzes and/or tests
- ◆ making use of specific software packages for interactive language tasks in electronic format, for example software to support candidate understanding of Latin verbs
- ◆ web-based research
- ◆ compiling and maintaining electronic recording of formative assessment activities
- ◆ word processing of written responses to questions

These may also provide opportunities for e-assessment and generation of evidence for a number of purposes. This includes school performance reporting, production of exam estimates for candidates and feedback at parents' evenings.

Developing skills for learning, skills for life and skills for work

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing, and teachers and lecturers can provide advice on opportunities to practise and improve them.

Qualifications Scotland does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The course provides opportunities to develop the following skills for learning, skills for life and skills for work:

Skills for learning, skills for life and skills for work	Approaches to learning and teaching
<p>1 Literacy 1.1 Reading</p> <p>Literacy is the ability to communicate by reading, writing, listening and talking.</p>	<p>Through reading Latin texts in the original and in translation, for both literary appreciation and translating, candidates develop their reading skills in English and develop knowledge and understanding of language in general.</p>
<p>4 Employability, enterprise and citizenship 4.6 Citizenship</p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>Through use of appropriate themes and topics that allow candidates to compare and contrast, for example life, work, business and society in Roman times with these in modern times.</p>
<p>5 Thinking skills 5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p> <p>5.4 Analysing and evaluating</p> <p>This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>While developing the literary appreciation and translating skills, and during the course assessment, candidates apply knowledge of language to translate Latin texts and to analyse and evaluate texts in Latin and translated into English.</p> <p>Wherever possible, teachers and lecturers can give candidates the opportunity to apply the skills, knowledge and understanding they have developed to new texts. Candidates can use what they know already, for example when they apply their knowledge of literary techniques to analyse and evaluate texts by different authors.</p> <p>Candidates develop the ability to plan, organise and complete tasks and activities as they develop more independent learning skills at this level.</p>

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2017
3.0	Time to complete literary appreciation question paper reduced from 2 hours to 1 hour and 45 minutes.	June 2020
4.0	<p>Literary appreciation question paper We've reduced the marks available from 60 to 40, and we'll no longer apply scaling to this paper. We've reduced the marks allocated to each author from 30 to 20. We've also reduced the duration of the question paper from 1 hour and 45 minutes to 1 hour and 20 minutes.</p> <p>Translating question paper This paper still has 40 marks, and we'll no longer apply scaling to this paper.</p> <p>We've changed references to 'SQA' to 'Qualifications Scotland' throughout. We've updated the title to include the SCQF level.</p> <p>We've added a new 'Learning for Sustainability' section and updated the 'Equality and inclusion' and 'Further information' sections.</p> <p>We've made changes to the format and layout of the document to improve accessibility.</p> <p>What you need to do differently Please ensure candidates are aware of the changes and that they are using the most up-to-date version of this document.</p>	June 2026

Note: please check [Qualifications Scotland's website](#) to ensure you are using the most up-to-date version of the course specification.