

LATIN
Advanced Higher

CLASSICAL GREEK
Advanced Higher

Fourth edition – published April 2003

**NOTE OF CHANGES TO ARRANGEMENTS
FOURTH EDITION PUBLISHED APRIL 2003**

COURSE TITLE: Latin (Advanced Higher)

COURSE NUMBER: C014 13

and

COURSE TITLE: Classical Greek (Advanced Higher)

COURSE NUMBER: C015 13

National Course Specification:

Course Details: Minor amendments

National Unit Specification:

All Units: Reduction in evidence requirements

National Course Specification

LATIN (ADVANCED HIGHER) CLASSICAL GREEK (ADVANCED HIGHER)

COURSE NUMBER	C014 13 Latin (Advanced Higher) C015 13 Classical Greek (Advanced Higher)
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LATIN: COURSE STRUCTURE

This course has three mandatory units, as follows:

D083 13	<i>Translation (AH)</i>	<i>1 credit (40 hours)</i>
D084 13	<i>Interpretation (AH)</i>	<i>1 credit (40 hours)</i>
D087 13	<i>Investigation (AH)</i>	<i>1 credit (40 hours)</i>

CLASSICAL GREEK: COURSE STRUCTURE

This course comprises three mandatory units, as follows:

D088 13	<i>Translation (AH)</i>	<i>1 credit (40 hours)</i>
D089 13	<i>Interpretation (AH)</i>	<i>1 credit (40 hours)</i>
D092 13	<i>Investigation (AH)</i>	<i>1 credit (40 hours)</i>

In common with all courses, each course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of each course and advice on its use is included in the course details.

Administrative Information

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Additional copies of this course specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Course Specification: general information (cont)

COURSE Latin (Advanced Higher)
Classical Greek (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

For Latin:

- Higher Latin

For Classical Greek:

- Higher Classical Greek

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course Problem Solving Higher

Core skills components for the course None

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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RATIONALE

Each course offers broad-based learning experiences combining linguistic, literary, cultural and heritage awareness.

A knowledge of Latin or Classical Greek, which are highly inflected languages, accelerates the learning of other languages, particularly the Romance languages and modern Greek, by providing a structural framework for language acquisition in general.

Knowledge of the words used in the languages enhances the knowledge of English vocabulary and awareness of the structure of English, while also contributing to the understanding of scientific and technological vocabulary.

The art of translation develops linguistic problem-solving by promoting precision and clarity of thought and expression, along with such valuable skills as close reading, recall, review and evaluation, analysis, synthesis, and the ability to predict and make inferences. Development of these skills will help to prepare candidates for the world of work.

The study of the literature affords candidates the opportunity to read some of the world's greatest literature in the original, while its interpretation will foster a critical attitude to reading. This develops the core skill of written communication.

Through the reading of texts, whether for interpretation or translation, a more detailed acquaintance with the society within which they were produced will be gained. Such study provides candidates with opportunities to further their personal and social development through positive attitudes towards other peoples and societies.

Moreover, in a society that owes its democratic ideals to the Greeks and its orientation towards Europe and the wider community to the Romans, a study of those peoples is especially valuable for understanding rights and responsibilities, and community and global relationships.

The field of study chosen for investigation may in itself deal with the economy or work attitudes of the ancient world but, whatever the topic, the research skills promoted and the presentation of the findings are relevant in many areas.

Given, too, the importance of the Mediterranean area for tourism, and the popular interest in history and archaeology seen in the media, candidates may also use their interest in the language in lifelong education and leisure.

The aims of the Advanced Higher Latin course are:

- 1 to develop the candidate's competence in Latin language;
- 2 to increase understanding and appreciation of Latin literature;
- 3 to help candidates understand and gain an insight into the Roman world.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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The aims of the Advanced Higher Classical Greek course are:

- 1 to develop the candidate's competence in Classical Greek language;
- 2 to increase understanding and appreciation of Classical Greek literature;
- 3 to help candidates understand and gain an insight into the Greek world.

COURSE CONTENT

Summary

It should be noted here that these units will normally be taught concurrently: at this level much of the study may be independent in any case. The Translation unit meets Aim 1, to develop the candidate's competence in the language at a more mature level, and the Interpretation unit meets Aim 2, by increasing understanding and appreciation of the literature. It should be noted that while Aim 3 permeates each of the courses, the Investigation provides a focus by developing insight into the classical world through researching a chosen topic in depth.

Translation

Study of accidence, syntax and case usage, and practice in translation of unprepared prose and verse passages usually taken from specified authors: Livy and Virgil in Latin; Thucydides or Plato and Homer or a dramatist in Classical Greek.

Interpretation

Study of prescribed genres and texts in the case of Latin, and prescribed themes and texts in the case of Classical Greek.

Prescriptions for the first year of the examination, and until further notice, will be as follows:

Latin

either

Cicero and Letter-writing

To be read in Latin:

Thirty-five Letters of Cicero (Stockton, Oxford University Press), 3, 7, 8, 11, 12, 14-17, 35.

To be read in English:

Cicero's Letters to His Friends (translated by Shackleton Bailey, Penguin, vol. I), 7(XIV.2), 187(V.16), 200(VII.28), 219(XVI.18), 220(XVI.20), 228(VI.14);

Cicero's Letters to Atticus (translated by Shackleton Bailey, Penguin), 14(I.14), 73(IV.1), 94(V.1);

Letters of the Younger Pliny (translated by Radice, Penguin), I.14, I.15, II.6, II.11, III.14, V.9, V.19, VIII.16, VIII.24, X.96, X.97;

Seneca: Letters from a Stoic (translated by Campbell, Penguin), II, III, VII, XXVIII, XLVII, LVI.

National Course Specification: course details (cont)

COURSE Latin (Advanced Higher)
Classical Greek (Advanced Higher)

or

Ovid and Latin Love-poetry

To be read in Latin:

Ovid, *Amores* I. 1-3, 4 (lines 1-34), 5, 6, 9, 11, 12, 14, 15.

To be read in English:

Ovid, *Amores* (translated by Green, Penguin): I. 4 (lines 35-70), 7, 8, 13; II, 6, 7, 8; III, 2, 9, 12;

Catullus (translated by Whigham, Penguin): 3, 7, 11, 51, 70, 72, 76, 85;

Propertius (translated by Shepherd, Penguin): I.1, 2, 3, 7, 16, 19; II. 5; IV.7;

Tibullus (translated by Dunlop, Penguin): I. 1, 2; II. 4;

Horace (translated by Shepherd, Penguin): *Odes* I. 5, 13, 23, 25, 33; III. 7, 9, 10; IV.13.

Classical Greek

either

Greek Religion

To be read in Greek:

Homer, *Iliad* I*, lines 493-611 and *Iliad* XXII, lines 188-305;

Plato, *Republic* II, 377b-383c;

Euripides, *Bacchae*, lines 434-518, 810-846.

To be read in English:

Homer, *Iliad* II, lines 1-55, *Iliad* XX, lines 1-155 and *Iliad* XXII, lines 131-187 (translated by Rieu, Penguin);

Plato, *Republic* II, 362d-366b (translated by Lee, Penguin);

Euripides, *Bacchae*, lines 1043-1152 (translated by Vellacott, Penguin).

or

War

To be read in Greek:

Thucydides, Book VII, 81-85;

Aristophanes, *Acharnians*, lines 496-625;

Euripides, *Trojan Women*, lines 235-461.

To be read in English:

Thucydides, Book VII, 1-18, 21-25, 31-33, 35-80, 86-87 (translated by Warner, Penguin);

Euripides, *Trojan Women*, lines 1-234, 462-1332 (translated by Vellacott, Penguin).

* A vocabulary for this text is available from SQA on request.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

Investigation

There will be a dissertation of about 4,000 words, based on an investigation of a chosen topic.

The skills of Translation

The candidate should be able to:

- recognise vocabulary and recall or discover its meaning
- recognise the category of words (eg nouns, verbs)
- recognise the inflection of words
- apply knowledge of accentuation
- apply knowledge of syntax
- analyse relationships within a clause and between clauses
- express overall meaning in context

The skills of Interpretation

The candidate should be able to:

- extract information from a text
- explain content
- identify the main idea(s) or theme(s) of a text
- draw inferences about intended effect from choice of words
- explain the author's technique
- make a statement of personal response
- justify statement of personal response

The skills of Investigation

The candidate should be able to:

- plan and research an investigation of an aspect of the ancient classical world
- show knowledge and understanding of a specific aspect of the Roman/Greek world by identifying sources of information and interpreting the evidence
- draw comparisons and reach conclusions and recommendations
- communicate findings and present results (where appropriate making a personal response by commenting on values and attitudes)

Integration of skills

Candidates may take one or more of the component units on a free-standing basis. In studying an Interpretation unit, the candidate would also use translation skills; in undertaking a Translation unit, the candidate benefits from understanding of context or author's style - the very skills that Interpretation imparts.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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Where candidates are studying a course as a whole, this integration of skills is much more significant. As candidates are likely to be studying two or three of these units concurrently, each course should provide a sustained and progressive learning experience, offering to candidates:

- reinforcement of teaching points where necessary, some of which cover areas from different units and so aid integration
- extra reading to improve translation skills but also to develop interpretative skills
- time for more structured development of contextual knowledge, to assist candidates in tackling unseen translation
- individual remediation time in addition to that within the 40-hour units
- tests of increasing size and possible difficulty to prepare for the course assessment

Permeating each course is the third aim of the subjects: to increase knowledge of the worlds of Greece and Rome and their contribution to modern society and culture. This is specifically assessed at this level in Investigation, as part of which candidates interpret ancient sources; as some of these will be in the original languages, they will need the skills of translation as well.

ASSESSMENT

To gain the award of the course, the candidate must pass all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment for Advanced Higher Latin and Classical Greek will take the form of examination question papers and a dissertation.

There will be two papers: Interpretation (1 hour 30 minutes) and Translation (1 hour 25 minutes). Candidates will be required to attempt both papers. Each paper and the dissertation will have equal weighting. 100 marks will be allocated to each element with scaling if necessary.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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Interpretation

The skills of Interpretation to be assessed will be those set out in the section on Course Content. Interpretation will be assessed by questions on prescribed literature in prose and verse with a choice of genre in Latin and theme in Classical Greek, requiring short answers (very brief - a few words); restricted response (a few lines to a paragraph); extended response (essay). Copies of the whole of the prescribed text (plain text only) will be provided.

Translation

Latin – this paper will consist of a passage of unseen prose, normally narrative, of approximately 120 words, and a passage of approximately 10 lines of unseen verse. Only one passage of each will be set, from specified authors: prose and verse will be equally weighted.

Classical Greek – this paper will consist of a passage of unseen prose of approximately 130 words and a passage of approximately 10 lines of unseen verse. There will be choice between a historical passage and a philosophical one in prose, and between Homer and a dramatist in verse. Only one passage of each will be set, from specified authors: prose and verse will be equally weighted.

For both languages, the passages will normally be subdivided with introduction and linking material in English.

For Latin, centres must provide each candidate with a Latin-English dictionary for this paper. No particular dictionary is specified. There should be one dictionary provided for each candidate. The invigilator will check dictionaries before issue to candidates, to ensure that the dictionaries contain no written notes or any other material not permitted in the examination.

For Classical Greek, centres must provide each candidate with a Classical Greek-English dictionary for this paper. No particular dictionary is specified. There should be one dictionary provided for each candidate. The invigilator will check dictionaries before issue to candidates, to ensure that the dictionaries contain no written notes or any other material not permitted in the examination.

In addition, assistance will be given with words and phrases likely to cause difficulty.

Investigation

Skills of investigation will be assessed by a dissertation. The dissertation will be of about 4,000 words. Excessive length is likely to be self-penalising. Quotations, acknowledgements, source references, captions and bibliography should not be included in the total number of words. Work undertaken in connection with the dissertation may be further tested by oral examination.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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A list of suitable topics is given below. It is also open to a candidate to choose a topic not included in this list. All topics are subject to the approval of the teacher/lecturer.

Latin

FIELD OF STUDY (a) – THE FALL OF THE REPUBLIC

An analysis of the causes of the fall of the Republic.

Rome's economic crisis – its causes, the attempted solutions and the reasons for their failure.

Marius and Sulla OR Caesar and Pompey contrasted as soldiers and as politicians.

An estimate of the success of Cicero's political aims.

An assessment of the importance of Publius Clodius in the political and social life of his time.

Julius Caesar – man of principle or opportunist?

Crassus – the unfortunate triumvir.

A study of the motives of the conspirators on the Ides of March.

A defence of Antony's conduct as triumvir.

“Had Cleopatra's nose been shorter, the whole history of the world would have been different.”

An assessment of her real importance.

FIELD OF STUDY (b) – THE EARLY EMPIRE

Augustus – magistrate or monarch?

A study of the purpose of the social and moral reforms of Augustus, and an estimate of their success.

A study of the extent to which the historical tradition provides a fair portrait of Tiberius OR Gaius OR Claudius OR Nero.

A study of the influence of the women of the Imperial family on the course of events in the early Empire. (This may be limited to the study of one particular woman, eg Livia OR Julia OR Agrippina.)

A study of the course of the opposition to the early Emperors from Tiberius to Domitian, and an assessment of its motives.

A study of treason trials in the early Empire, and their purpose.

A study of the extent to which the restoration of the Republic was ever a real possibility.

A study of the emergence of the Praetorian Guard and its commanders as a political force.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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FIELD OF STUDY (c) – SOCIAL CONDITIONS

The status of women – their position in Roman law OR changes in status from Republic to Empire OR a comparison with the status of women in other societies, ancient or modern.

Slaves – a study of the effects of slave-owning on the Roman character OR on the Roman economy OR on the development of technology OR a comparison with the status of slaves in other societies, ancient or modern.

A study of changes in family life in the early Republic and in the early Empire.

A study of the mobility between social classes in the late Republic and in the early Empire.

A study of violence in Roman society in the late Republic and in the early Empire.

The citizen and the law – a study of his position in family and state.

A study of the effect of Roman education on the Roman character OR a study of the extent to which Roman education met the needs of its time.

Social welfare in ancient Rome.

A study of professional status and attitudes to work in Roman society.

FIELD OF STUDY (d) – LITERATURE AND LANGUAGE

The influence of Plautus and/or Terence on later writers of comedy (English, French, etc) OR a study of their debt to their predecessors OR a critical study of the treatment of a character in comedy, eg the slave, the old man.

A critical assessment of the scientific theories of Lucretius OR of his contribution to the development of Latin poetry.

A study of Cicero's rhetorical technique OR a study of the ideal orator of Cicero and Quintilian.

Love elegy – mere literary form or genuine expression of feeling? OR contrast two of the writers of this form, eg Catullus and Tibullus, Tibullus and Propertius.

The part played by the gods in Virgil's *Aeneid* OR a study of Virgil's use of epic conventions OR Aeneas or Turnus – which was the real hero of the *Aeneid*?

Augustan literature as a vehicle of Imperial propaganda (with reference to specific works).

Horace's philosophy of life and its relevance in the Augustan world and in modern society.

Juvenal's picture of Roman society – real or exaggerated?

The characteristics of Silver Latin and the reasons for its development.

The treatment of the Underworld in Roman literature with especial reference to Virgil, *Aeneid* VI OR a comparison of Virgil's treatment of this theme with Dante's.

National Course Specification: course details (cont)

COURSE Latin (Advanced Higher)
Classical Greek (Advanced Higher)

FIELD OF STUDY (e) – THOUGHT AND BELIEF

The influence of foreign cults on the official religion of Rome OR on the ordinary Roman OR on the Roman soldier.

A study of attitudes to religion in Roman society and a comparison with present-day attitudes to religion.

A study of Roman beliefs in life after death.

Superstition, divination and prophecy in ancient Rome.

The influence of mythology on religion OR on art.

A study of the influence of any Greek philosophical system such as Stoicism or Epicureanism on Roman thought.

A comparison of Stoicism and Epicureanism OR of Stoicism and Christianity.

A study of the Roman attitude to suicide.

FIELD OF STUDY (f) – THE ORGANISATION OF THE ROMAN EMPIRE

(In this section candidates will be expected to use and evaluate archaeological evidence, where appropriate.)

A comparative study of two Roman towns OR two Roman provinces, eg York and St Albans, Gaul and Britain, etc.

Agricola's campaigns in Scotland and the archaeological evidence for them.

Differences in the structure, use and purpose of Hadrian's Wall and the Antonine Wall.

A study of the extent to which frontier policy in Britain was typical.

A study of Roman policy on the eastern frontier from Crassus to Nero.

A study of some special aspect of the Roman army, eg medical services, artillery.

A study of a particular legion, eg the Ninth OR the legions in a particular province.

The influence of building for military purposes on other building.

A study of Roman and nineteenth-century British attitudes to Empire.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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Classical Greek

LITERATURE AND LANGUAGE

A study of the character of Odysseus or Achilles, with an assessment of Homer's skill in characterisation.

A study of the hero in Homer's epic poetry.

A study of the plays of Aeschylus, Sophocles or Euripides, with an analysis of their specific contribution to the development of Greek tragedy.

What contribution did Aeschylus OR Sophocles OR Euripides make to the development of Greek tragedy?

A comparative study of the plays by Aeschylus, Sophocles and Euripides about Electra.

What themes were attractive for Aeschylus OR Sophocles OR Euripides (with reference to at least three plays by Aeschylus OR Sophocles OR Euripides)?

Was Aristophanes writing merely to amuse, or was there a serious purpose in his work (with reference to at least three plays)?

An assessment of the contribution of Herodotus or Thucydides to the development of historiography.

Plutarch – how good a biographer was he?

THOUGHT AND BELIEF

The importance of the mystery cults of Demeter OR Dionysus.

The influence of the Delphic Oracle on human behaviour.

What evidence is there for the theory that Pericles' building programme was intended as political propaganda rather than for religious purposes?

What are the advantages and disadvantages of the society described in Plato's *Republic*?

What themes interest you in the work of Plato OR Aristotle?

Did Socrates deserve the death sentence?

A study of the development of science OR medicine in Greece in the 5th century BC.

The impact of the Sophists on Greek society.

A study of the contribution of ancient Greece to mathematics.

How important was Plato to the development of ancient philosophy OR to the development of European philosophy?

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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HISTORY

What contribution did the Greek Tyrants make to the development of political systems in ancient Greece?

A study of the development of the Delian league into an Athenian Empire, and the treatment of its subjects.

The growth of the Athenian Empire and reasons for its decline.

In what ways were the Athenians themselves responsible for the failure of their Empire?

A study of the development of democracy in Athens.

What was the impact of the Persian Wars on Greek society in the 5th century BC?

Why did Athens lose the Peloponnesian War?

An analysis of the achievements of Pericles.

Alcibiades – a study of his motives.

Was the Sicilian Expedition doomed to failure from the outset?

What contribution did the production of pottery and vase-painting make to the Athenian economy in the 5th century BC?

A study of the Spartan Constitution, with an analysis of its successes and failures.

Was Alexander the Great overambitious?

SOCIAL CONDITIONS

A study of the status of women in Athenian society in the 5th century BC. (This could include comparison with another culture.)

An analysis of the treatment of slaves in 5th century Athens.

A comparison between the treatment of slaves in Athens with their treatment in another society (eg Sparta or Rome or America).

A study of changes in Athenian family life in late 5th century BC.

A study of social class in Athens in the 5th century BC.

A study of the development of education in Athens and the impact of the Sophists in the 5th century BC.

ART

What can we learn about Athenian society from a study of Athenian vase-painting in the 5th and 4th centuries BC?

What contribution did Greek architecture make to the development of European architecture?

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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The dissertation should reach SQA by 30 April of the year of the examination.

A candidate for Advanced Higher in more than one of the three Classics subjects (Latin, Classical Greek, Classical Studies) must submit a dissertation based on different material for each subject.

Candidates will be expected to show intelligent use of source materials (eg Latin or Greek texts in the original or translation, sculpture, archaeological finds, text books on the subject, articles in journals). All quotations, from whatever source, must be acknowledged and a bibliography must be appended to each dissertation.

The dissertation should be written neatly and legibly or typewritten. Both margins should be left clear, only one side of the paper should be used and the pages should be numbered. The pages should be firmly stapled together and the whole should then be placed in a folder.

All quotations should be acknowledged in a footnote as follows:

eg Hom. Od. XI. 563
Virg. Aen. I. 462
Rose, H.J., A Handbook of Greek Mythology, Methuen, p. 285
Scullard, H.H., From the Gracchi to Nero, University Paperback, p. 126

All books consulted should be listed in a bibliography at the end. There should be two lists:

- Greek or Latin authors and sources of primary material
- all other books and material.

Each list should be arranged alphabetically according to the author's name.

National Course Specification: course details (cont)

COURSE Latin (Advanced Higher)
Classical Greek (Advanced Higher)

GRADE DESCRIPTIONS

The descriptions below are of expected performance at Grade C, the minimum pass, and the minimum required to achieve Grade A. They are intended to assist candidates, teachers/lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination together with that awarded to the dissertation.

Translation

GRADE C	GRADE A
Without prior knowledge of the passage set, the candidate can produce a reasonably accurate translation of much of the passage with only some omissions and/or errors of detail.	Without prior knowledge of the passage set, the candidate can produce a reasonably accurate translation of the passage, with only some omissions and/or errors of detail.

Interpretation

GRADE C	GRADE A
The candidate can express the main concerns of the text, bringing forward some evidence.	The candidate can express the main concerns of the text, bringing forward fuller evidence and/or, where relevant, relating main themes to sub-themes or other parts of the prescription.
The candidate gives description of an author's technique.	The candidate gives description and explanation of an author's technique.
The candidate can give a detailed personal response to the text or sections of the text and can give simple justification of the responses made.	The candidate can give a detailed personal response to the text or sections of the text and can give justification of the responses.

Investigation

GRADE C	GRADE A
In conducting an investigation into an aspect of the classical world, the candidate can demonstrate reasonable knowledge and understanding of the topic chosen; provide basic analysis and evaluation of information; and communicate and present findings in a way which is clear and highlights the main issues involved. The planning and research are appropriate to the topic.	In conducting an investigation into an aspect of the classical world, the candidate can demonstrate wide knowledge and understanding of the topic chosen; provide detailed analysis and evaluation of information; and communicate and present findings in a way which is clear but recognises some of the complex issues involved. The investigation is well planned and well researched.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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APPROACHES TO LEARNING AND TEACHING

The study of Latin or Classical Greek is to be seen as a tripartite activity for teacher/lecturer and candidate alike, for a knowledge of language is needed before literature is appreciated as the author first presented it, while the appreciation of literature greatly assists the understanding of the language with greater sensitivity. Integrated into the study of both language and literary appreciation is the background knowledge of the history and culture of the author's era, which will be a useful backcloth against which candidates may develop their investigation skills.

Translation

While the aims for Advanced Higher are the same as for the other levels, a higher level of attainment will be expected from candidates. At this stage candidates will profit from using dictionaries, both for general reference skills and to allow for greater independence of choice of meanings of words; this will also be practice for assessment at both course and unit.

Candidates should recognise parts of speech and noun and verb endings; they will be expected to analyse relationships of clauses within sentences and have expertise in participial phrases. In prose, analysis has to be made of more complex sentences while, for the first time, translation of unseen verse is assessed. This demands close attention to word-order while drawing even more than in prose on skills learnt in verse interpretation. Finally, the application of all these stages should result in a translation which mirrors the overall meaning of much of the Latin or Classical Greek. Passages are not usually adapted at this stage, although sections may be omitted.

If appropriate, oral work may complement written practice and candidates may often benefit from working in groups or pairs. Sometimes there will be an advantage in redoing first versions into improved English renderings.

At this level there should also be opportunities for candidates to extend their studies through a wider reading of authors additional to those prescribed.

Interpretation

To gain an aesthetic and critical appreciation of an author's work, candidates will study the text in much greater depth, for here it is the skills of interpretation that are being applied. The Advanced Higher unit in Interpretation, while contributing to improvement in language skills, will be studied primarily from a literary standpoint. Where appropriate, comparison will also be made with authors known to the candidates in English or other languages.

In assisting the candidates to succeed in Interpretation, the staff may wish to ensure that regular practice is given in exercising the various skills being developed: this will occur in preparation, in the first reading, and in revision both in the classroom and under test conditions. Good teaching practice in Interpretation will encourage the acquisition of knowledge of history and culture relevant to the authors studied. In preparing candidates for course examinations, staff will choose passages from the prescribed texts which will provide the opportunity for candidates to develop the skills of answering questions on content and author's technique, and of giving personal response.

National Course Specification: course details (cont)

COURSE	Latin (Advanced Higher) Classical Greek (Advanced Higher)
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Investigation

The topics studied may come from any area of the classical world. Most candidates may well select from the traditional fields of study. In Latin these are the Republic and Empire; social conditions; literature and language; thought and belief; and provincial organisation. In Classical Greek these are literature and language; history; archaeology and art; mythology and religion; and philosophy and science. While especially in the latter case it may be difficult to imagine any topic that falls outside these, the point must be stressed that the only limitations here, apart from chronological ones - and even they may span two-and-a-half millennia - are the interest and expertise of candidate and/or staff and the availability of resources. Topics may also compare ancient practice with modern, and Greek with Roman. Distinct and different investigations must be produced for each of Latin, Classical Greek, and Classical Studies.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Translation (Advanced Higher)

NUMBER D083 13

COURSE Latin (Advanced Higher)

UNIT Translation (Advanced Higher)

NUMBER D088 13

COURSE Classical Greek (Advanced Higher)

SUMMARY

Each unit seeks to develop competence in the translation of Latin or Classical Greek language and helps the candidates to understand and use language, and to gain insight into the Roman or Greek world.

OUTCOMES

- 1 Translate into English an authentic passage of Latin or Classical Greek prose.
- 2 Translate into English an authentic passage of Latin or Classical Greek verse.

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

UNIT Translation (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

For Latin:

- Higher Latin

For Classical Greek:

- Higher Classical Greek

CREDIT VALUE

Latin

1 credit at Advanced Higher.

Classical Greek

1 credit at Advanced Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Translation (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Translate into English an authentic passage of Latin or Classical Greek prose.

Performance criteria

- (a) The translation conveys the author's meaning with reasonable accuracy.
- (b) The translation shows sufficient mastery of grammar to enable reasonably accurate rendering in English.

OUTCOME 2

Translate into English an authentic passage of Latin or Classical Greek verse.

Performance criteria

- (a) The translation conveys the author's meaning with reasonable accuracy.
- (b) The translation shows sufficient mastery of grammar to enable reasonably accurate rendering in English.

Evidence requirements

Two successful translations are required, one of which must be prose, and one verse. Each passage to be translated will be unseen and from a specified author. The Latin prose passage will consist of approximately 120 words and the verse of 10 lines. The Classical Greek prose passage will consist of approximately 130 words and the verse of 10 lines. The passage will be authentic. Access to a dictionary will be permitted under invigilated test conditions. The passage will have an English introduction and English linking material as appropriate. Where reassessment is required, a different passage should be used.

National Unit Specification: support notes

UNIT Translation (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The passage should be unseen. The passage will come from specified authors: Livy and Virgil in Latin, and Plato or Thucydides and Homer or a dramatist in Classical Greek. For details see the Course Arrangements.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The cut-off score for passing each assessment should be 50%.

A national bank of unit assessment instruments has been developed. These national assessment instruments serve two functions: providing evidence of attainment of unit outcomes; and providing evidence for course estimates and appeals. The marking system will therefore be the same for both unit and course assessment.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Interpretation (Advanced Higher)

NUMBER D084 13

COURSE Latin (Advanced Higher)

UNIT Interpretation (Advanced Higher)

NUMBER D089 13

COURSE Classical Greek (Advanced Higher)

SUMMARY

Each unit seeks to develop appreciation of Latin or Greek literature and helps the candidates to understand and gain an insight into the Roman or Greek world.

OUTCOMES

- 1 Explain content of prescribed texts of Latin or Classical Greek verse and/or prose.
- 2 Describe author's technique within prescribed texts of Latin or Classical Greek verse and/or prose.
- 3 Make a personal response to prescribed texts of Latin or Classical Greek verse and/or prose.

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National Unit Specification: general information (cont)

UNIT Interpretation (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

For Latin:

- Higher Latin

For Classical Greek:

- Higher Classical Greek

CREDIT VALUE

Latin

1 credit at Advanced Higher.

Classical Greek

1 credit at Advanced Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Interpretation (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain content of prescribed texts of Latin or Classical Greek verse and/or prose.

Performance criteria

- (a) The explanation shows reasonably accurate knowledge of the information contained in the texts, bringing forward some evidence.
- (b) The explanation conveys reasonably clear understanding of some of the ideas or allusions contained in the texts, bringing forward some evidence.
- (c) The explanation clearly identifies the main theme or themes of the texts, bringing forward some evidence.

OUTCOME 2

Describe author's technique within prescribed texts of Latin or Classical Greek verse and/or prose.

Performance criteria

- (a) Description is given of some of the complex ways in which the author chooses and arranges words to convey meaning within the prescribed genre or theme.
- (b) The description is based on knowledge of the complex aspects of the author's techniques and their effects within the prescribed genre or theme.

OUTCOME 3

Make a personal response with justification to prescribed texts of Latin or Classical Greek verse and/or prose within the prescribed genre or theme.

Performance criterion

The response and the justification are clear within the prescribed genre or theme.

National Unit Specification: statement of standards (cont)

UNIT Interpretation (Advanced Higher)

Evidence requirements

Candidates must pass one assessment. Interpretation will be assessed by questions on prescribed literature demanding short answers, restricted response and extended response. There may be choice within the questions. The assessment should cover both the sections prescribed for study in the original language and the sections prescribed for study in English. Questions will be phrased so as to guide answers in respect of authors' techniques. The unit assessment should sample all the authors prescribed. The assessment must be done under invigilated test conditions. Where reassessment is required, different questions should be used.

National Unit Specification: support notes

UNIT Interpretation (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The text for interpretation will be as prescribed in the Course Arrangements.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The cut-off score for passing the assessment should be 50%.

A national bank of unit assessment instruments has been developed. These national assessment instruments serve two functions: providing evidence of attainment of unit outcomes; and providing evidence for course estimates and appeals. The marking system will therefore be the same for both unit and course assessment.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Investigation (Advanced Higher)

NUMBER D087 13

COURSE Latin (Advanced Higher)

UNIT Investigation (Advanced Higher)

NUMBER D092 13

COURSE Classical Greek (Higher)

SUMMARY

This unit seeks to develop the candidate's ability to investigate in depth an aspect of the Roman or Greek world. The candidate, building upon a base of knowledge and understanding, will develop the skills of interpreting evidence and evaluating. Through such activities, the candidate will also develop the ability to communicate arguments in a reasoned and structured manner and to provide a well-supported and relevant personal response.

OUTCOMES

- 1 Plan and research an investigation of an aspect of the ancient classical world.
- 2 Evaluate evidence, draw comparisons and reach conclusions.
- 3 Communicate findings and present results.

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National Unit Specification: general information (cont)

UNIT Investigation (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

For Latin:

- Higher Latin

For Classical Greek:

- Higher Classical Greek

CREDIT VALUE

Latin

1 credit at Advanced Higher.

Classical Greek

1 credit at Advanced Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Higher
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Core skills components for the unit	None
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Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Investigation (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Plan and research an investigation of an aspect of the ancient classical world.

Performance criteria

- (a) The plan identifies appropriate aims and methods.
- (b) Evidence related to the chosen aspect is identified and gathered from relevant sources of information, both primary and secondary.

OUTCOME 2

Evaluate evidence, draw comparisons and reach conclusions.

Performance criteria

- (a) A wide range of comparisons is made, with detailed cross-references and with identification of conflicting views.
- (b) Reasoned and detailed conclusions about the main issues are drawn.

OUTCOME 3

Communicate findings and present results.

Performance criteria

- (a) Most of the features of the chosen topic are communicated with detailed elaboration and extension, showing understanding of the topic as a whole.
- (b) The material is presented in a unified, logical and clear manner, which shows a good understanding of the significance of the topic.
- (c) An evaluation of the approaches used, supported by reference to the evidence and sources, is contained in the results.

Evidence requirements

Candidates are required to submit a plan and the list of sources used for their investigation; to select and use appropriate techniques to analyse evidence and draw conclusions, including evaluative comment on the approaches used; and to present their findings using a minimum of 3,000 and not more than 4,000 words. The list of sources may take the form of submitted text notes or work-notes. The findings should provide evidence of achievement of all the learning outcomes and performance criteria of the unit. For Outcome 3, PC (c), the evaluation should include clear reference to the criteria used and the conclusions and/or recommendations reached.

National Unit Specification: support notes

UNIT Investigation (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The topics studied may come from any area of the classical world. A list of suitable topics is given in the Course Arrangements. A candidate may choose a topic not on the list, subject to the approval of the teacher/lecturer. Most candidates may well select from the traditional fields of study. In Latin these are the Republic and Empire; social conditions; literature and language; thought and belief; provincial organisation. In Classical Greek these are literature and language; history; archaeology and art; mythology and religion; philosophy and science. While especially in the latter case it may be difficult to imagine any topic that falls outside these, the point must be stressed that the only limitations here, apart from chronological ones - and even they may span two-and-a-half millennia - are the interest and expertise of candidate and/or teacher/lecturer and the availability of resources. Topics may also compare ancient practice with modern, and Greek with Roman. Distinct and different investigations must be produced for each of Latin, Classical Greek and Classical Studies.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates may require considerable teacher/lecturer guidance when choosing the topic for investigation. While encouraging independent learning and allowing candidates to take responsibility for their own work, the teacher/lecturer should monitor the work of each candidate closely. It will be important to ensure that candidates are aware of the need to plan the investigation, to identify appropriate sources and the evidence they contain, to analyse the evidence carefully and draw reasoned and detailed conclusions, to reflect on and evaluate the approaches used, and to keep accurate notes of all the steps they have taken and the sources used.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The unit requires candidates to complete an investigation. The investigation will lead to the production of a dissertation, which is not itself assessed in the unit assessment but forms part of the external course assessment. The unit assessment focuses on the processes involved in planning, undertaking and reviewing the work of the investigation which leads to the dissertation. Evidence for this unit may take the form of a teacher/lecturer checklist supported by the candidate's account of the findings, which may take the form of a draft dissertation.

The work presented for unit assessment should be of at least 3,000 and not more than 4,000 words. Candidates who are taking the unit by itself may well produce work tending towards the lower limit; while those proceeding to the course may have more at this stage than finally needed. As work-notes are only needed for checking of evidence of sources, their content is not checked for word length. If the work presented for the unit contains footnotes, captions, bibliography, acknowledgements, these will not be counted; nor will verbatim quotation of primary sources.

National Unit Specification: support notes (cont)

UNIT Investigation (Advanced Higher)

There is no set format, provided that the finished product is comprehensible. This freedom not only caters for candidates with special needs but also reflects the possible width of topics studied: some topics could well be exemplified with an audio- or indeed video-tape presentation.

The unit investigation must contain evidence of planning (aims, methods and any modifications to the plan made during the course of the work). The unit investigation must also contain conclusions and an evaluation of the approaches used (supported by reference to the evidence and sources). For the candidate who is taking the unit by itself, these will be the final conclusions and must be capable of being read as such. For the candidate who is proceeding to the course award, the conclusions may well at this stage foreshadow the final findings but they need not, provided that they indicate likely directions and possibilities. Candidates tend to form judgements too quickly in any case.

There will be evidence of sources used, although at this stage they may be seen in work-notes: those proceeding to the course assessment will have to arrange them in footnotes and bibliography as for the final dissertation. The source evidence must show signs of use of primary sources in themselves and be so noted: they should not be approached by means of secondary sources only. Of course these need not always be literary; they may be artistic, archaeological, epigraphic or numismatic. In a historiographical investigation the primary sources may be historians who would normally be judged secondary sources. By the normal convention of ancient history, primary sources are any produced up until approximately AD 600.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).