Amendments to VCE Latin Study Design
Accreditation period – Units 1–4 2005–2014

This liftout provides an amended section of the *VCE Latin Study Design* for implementation from January 2012. The amendments are contained within the section 'Areas of study – Units 1–4: Common areas of study' on pages 12–16. The replacement for this section is provided below.

It is important that teachers take note of these changes as they will be implemented from January 2012. The changes will be integrated into the online study design which will be available in Term 4 on the study page: www.vcaa.vic.edu. au/vce/studies/lote/latin/latinindex.html

Areas of study

Units 1–4: Common areas of study

The areas of study for Latin comprise grammar, literary, stylistic and structural techniques, vocabulary and seen texts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The grammar, literary, stylistic and structural techniques, vocabulary and seen texts, as common areas of study, add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Grammar – accidence and syntax

The student is expected to recognise and use the following grammatical items:

Verbs	the four regular conjugations, the mixed conjugation, deponent and semi-deponent verbs
	the irregular verbs: *eo, fero, fio, malo, nolo, possum, sum, volo* and common compounds
	indicative, imperative and subjunctive moods
	present, future, imperfect, perfect, future perfect, pluperfect tenses
	active and passive voices
	participles
	gerunds and gerundives
	syncopated forms of the perfect and pluperfect*
	perfect 3rd person plural ending in – *ere**
	infinitives as subject, object, complement, and the prolative infinitive
	historic infinitive*
	impersonal verbs: *accidit, decet, licet, miseret, necesse est, oportet, paenitet, placet, pudet, videtur*
	simple impersonal passives, e.g. *pugnatum est, ventum est*
Adverbs	regular and common irregular adverbs
	positive, comparative and superlative degrees
Nouns	the five declensions
	masculine, feminine and neuter genders
	irregular nouns *bos, deus, domus, Iuppiter, vis*
Adjectives	regular adjectives: positive, comparative and superlative degrees
	irregular adjectives: *dives, pauper, vetus*
	comparative and superlative degrees of *bonus, magnus, malus, multus, parvus, difficilis, facilis, humilis, similis, dives, vetus*
	comparatives *inferior, prior, propior, superior and* superlatives *infimus/imus, primus, proximus, supremus/summus*
	possessive adjectives

Pronouns and pronominal adjectives	demonstrative pronouns
	determinative pronouns: *is, idem, ipse*
	personal pronouns
	interrogative pronouns
	reflexive pronouns
	indefinite pronouns: *aliquis, quidam, quis* (with *ne, si, nisi, num*), *quisquam, quisque, ceteri, nonnulli, reliqui* and the negatives *nemo, nihil*
	relative pronouns
	pronominal adjectives: *alius, alter, neuter, nullus, solus, totus, ullus, uter*
Case	**nominative:** subject and complement
	vocative
	accusative: direct object, time and space, motion towards, with prepositions, of exclamation
	genitive: possessive, partitive, descriptive, quality, characteristic, objective, of value with common adjectives, with verbs of remembering, forgetting, accusing, condemning and emotion
	dative: indirect object, advantage or disadvantage, possessive, predicative, of the agent with gerundives, with common verbs and adjectives
	ablative: agent, instrument, manner; cause, comparison, quality, price; absolute, separation, respect, time and place, measure of difference, of origin, with prepositions, with common verbs
	locative: for places, *domi, humi, ruri*
Prepositions	with accusative and ablative; *causa* with the genitive
Numerals	cardinal
	ordinal (1st to 10th)
	Roman numerals
Sentence and phrase types	direct statements
	indirect statements (accusative and infinitive)
	direct questions, including the subjunctive used for a deliberative question
	indirect questions
	direct commands: present imperative; present subjunctive (Jussive); *noli/nolite* with the infinitive, *ne* with the present subjunctive
	indirect commands
	direct wishes (with or without *utinam*)*
	indirect wishes (verbs of fearing)
	the subjunctive used in subordinate clauses in indirect speech (oratio obliqua)
	purpose clauses, including the use of the relative with the subjunctive and *quo* replacing *ut* when the clause contains a comparative
	result clauses
	temporal clauses: *cum, dum, antequam, priusquam* with the indicative and subjunctive; *ubi, postquam, simul atque, simulac, ut* with the indicative
	conditional sentences
	causal clauses: *quia, quod, quoniam* with the indicative; *cum* with the subjunctive
	concessive clauses: *quamquam* with the indicative; *cum* with the subjunctive
	relative clauses, including the use of *sunt qui* with the subjunctive
	ablative absolutes
	gerunds and gerundives with *ad* or *causa* to express purpose, and to express obligation; uses with the genitive, dative and ablative cases
Negation	*non, haud, ne, ne … quidem, neque (nec) ... neque (nec)*
Cohesive devices	common conjunctions
	common correlative pronouns, adverbs and adjectives
Phonology	The pronunciation of VCE Latin is that outlined in W Sidney Allen's *Vox Latina*.
	In the external examination paper the letter v is used rather than u, as both are found in texts and dictionaries. The use of v is considered easier and less confusing for students.

*For recognition in seen texts only.

Literary, stylistic and structural techniques

Students need to be familiar with the following literary, stylistic and structural techniques:

Devices and techniques

Alliteration	the repetition of a consonant, especially at the beginning of words
Allusion	a literary, historical or mythological reference
Anaphora	the repetition of a word or words at the start of phrases or clauses
Antithesis	arrangement of contrasting words or ideas
Apostrophe	when the author directly addresses one of his characters, or when a character addresses a thing or person not expected to hear the address (e.g. as when Turnus addresses his spear, or Dido the relics of Aeneas in Book 4, *dulces exuviae*)
Assonance	the repetition of vowel sounds
Asyndeton	the omission of conjunctions where they would naturally occur
Chiasmus	pairs of words where the order of the second pair reverses the order of the first
Enjambment	completion of a sentence at the start of the following line
Hendiadys	the use of two nouns to express one idea
Hyperbole	a deliberate exaggeration of the facts to make a point
Imagery	the use of words which involve the senses
Irony	a statement of apparent fact with the clear intention of indicating the opposite
Juxtaposition	placement of words next to each other for effect
Litotes	the use of understatement with a negative to emphasise meaning
Metaphor	an implied comparison
Metonymy	the use of a related word instead of a word, e.g. Mars (god of war) instead of war
Onomatopoeia	the use of a word or words whose sound suggests their meaning
Oxymoron	use of words which are apparently contradictory
Paradox	an apparently contradictory statement which actually makes a point
Pathos	the use of words to evoke feelings of pity or sympathy
Personification	treating things or ideas as persons
Repetition	a word or phrase is used more than once
Simile	the likening of one thing to another
Sound effects	words can be used to create sounds
Synchisis	interlocked word order, typically of nouns with adjectives
Synecdoche	the use of a part of a thing to suggest the whole, e.g. keel for a ship
Transferred epithet	an adjective transferred from the noun to which it should apply to an accompanying noun
Tricolon	a series of three phrases, clauses or sentences, often of increasing length
Word order	the position of words used to create an effect

Choice of words

Words are used to create the atmosphere of a place, the mood of a person or the tone of voice, such as anger, despair, humour, indignation, pathos, serenity.

Narrative techniques

speeches
councils
debates/arguments
journeys
storms
battles/duels
gods
ghosts/dreams
prophecies
ecphrasis (a descriptive passage, setting a scene or describing an item, which breaks the narrative)

Metre

Students should be able to scan a hexameter by showing the length of all syllables, clearly marking the six feet, and showing the position of the main caesura. To do this they will need to be familiar with the following terms:

hexameter	a line of poetry divided into six feet; the metre of Epic Poetry
dactyl	a foot made up of a long syllable followed by two short syllables
spondee	a foot made up of two long syllables
trochee	a foot made up of a long followed by a short syllable (sixth foot only)
elision	occurs when a word ending in a vowel or a vowel + *m* is followed by a word beginning with a vowel or *h*. The last syllable of the first word is not scanned.
caesura	The caesura is the breathing pause between two words in a line. It is usually in the third foot, but can be in other positions, such as in the second or fourth foot.
diaeresis	occurs when the end of a word coincides with the end of a foot.

Students need to know the rules about the length of syllables. Students need to be aware of the fact that some lines contain irregularities. Students should be able to comment on the way in which the poet uses the metre to achieve a particular effect, for example the use of many short syllables to give a sense of speed.

Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading. It is expected that teachers will assist students in building dictionary skills enabling them to locate not only the basic meanings of words, but to choose the most appropriate use of the word in a given passage.

Dictionaries

Students may use Latin–English and English–Latin dictionaries in the end-of-year examination. Recommended dictionaries are listed on page 51 of the study design.

Seen texts

Over the course of Units 1, 2, 3 and 4 it is important that a range of different texts is used for seen study. Texts suitable for use in Units 1, 2, and 3 are listed in Suitable Resources. The prescribed seen texts, which will form the basis for questions in Section 2 of the end-of-year examination, are published in the VCAA Bulletin VCE, VCAL and VET and are available on the study page for Latin on the VCAA website.

Over the course of Units 3 and 4, a minimum of 1000 lines should be studied overall, drawn from the works of at least two different authors. As it is expected that the prescribed seen text will be a focus of study and coursework assessment in Unit 4, a text or texts by at least one other author must be selected for study and relevant coursework assessment tasks in Unit 3.