Latin

Victorian Certificate of Education Study Design

Version 1: Updated August 2011
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Version 2: Updated January 2013
(The accreditation period has been extended until 31 December 2020.)
Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board

Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck

Liana RASCHILLA
Teapot from the Crazy Alice set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres

Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass

Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas

Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph

Christian HART
Within without (detail)
digital film, 6 minutes

Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas

Menyn ALLEN
Japanese Illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton

Ping (Irene VINCENT)
Boxes (detail)
colour photograph

James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal

Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes

Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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Latin
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IMPORTANT INFORMATION

Accreditation period
Units 1–4: 2005–2020
The accreditation period commences on 1 January 2005.

Other sources of information
The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority’s website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year’s *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE

The language to be studied is Classical Latin.

RATIONALE

The study of Latin provides students with a key to the literature, history and culture of the Graeco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students’ skills in English and other languages.

AIMS

This study is designed to enable students to:

• understand Latin texts;
• understand how Latin works at the level of grammar and syntax;
• make connections between Latin and English or other languages;
• identify stylistic conventions of Latin texts and understand their literary effects;
• understand the ideas underlying Latin texts and their relationship to social, cultural, historical and religious context;
• develop general cognitive, analytical and learning skills.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.
ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Latin is designed for students who will, typically, have studied Latin for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the VCAA Bulletin. The VCAA Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCAA Bulletin.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Latin to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the VCE and VCAL Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study, teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The 'Advice for teachers' section provides specific examples of how information and communications technology can be used in this study.
KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian Information Privacy Act 2000 and Health Records Act 2001, and the federal Privacy Act 1988 and Copyright Act 1968 must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4. Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section. Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s VCE and VCAL Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Latin the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student’s level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year’s *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Latin are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.
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, decret, 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 pronomial 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, humili, 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
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

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
Personification  treating things or ideas as persons
Repition  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
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 e.g. 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.

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 listed below. 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.
Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to manipulate basic accidence and syntax in Latin sentences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

• identify basic grammatical structures in Latin sentences;
• identify the accidence of Latin words;
• use vocabulary appropriately;
• make changes to words within a Latin sentence to change grammatical structures;
• provide nouns and verbs appropriately declined or conjugated to suit the meaning of a sentence.

Outcome 2

On completion of this unit the student should be able to demonstrate understanding of the content of a seen passage of Latin accurately.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

• translate vocabulary accurately;
• make appropriate use of a dictionary;
• express Latin grammatical structures accurately in English;
• identify the main point in a passage of Latin;
• translate Latin sentences into accurate English;
• identify the author’s purpose;
• identify features of the text that support the underlying theme or purpose.

OUTCOME 3

On completion of this unit the student should be able to read a passage of Latin aloud with correct pronunciation.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
• make a distinction between the sounds of long and short vowels;
• pronounce consonants consistently and accurately;
• identify and place stress on appropriate syllables.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1
• responses to sentences requiring changes to accidence and syntax
or
• translation of sentences from English to Latin.

Outcome 2
• translation of a seen passage with a focus on accuracy
and
• responses to content questions on a seen Latin passage.

Outcome 3
• reading aloud of a passage of Latin.
Unit 2

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit students are required to demonstrate achievement of four outcomes.

Outcome 1
On completion of this unit the student should be able to identify and explain accidence and syntax of words from a seen passage presented in context.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to

• identify and explain grammatical structures;
• identify vocabulary in a text accurately;
• discern variations in accidence and syntax;
• explain the use of case in specified sentences and phrases;
• compose sentences which exemplify various grammatical forms.

Outcome 2
On completion of this unit the student should be able to identify main ideas and specific details of content in an unseen passage.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to

• use a dictionary with accuracy to confirm meaning;
• use knowledge of vocabulary to provide meaning accurately in English;
• use knowledge of accidence and syntax to provide meaning accurately in English;
• recognise transitional words and phrases (i.e. ‘therefore’, ‘because’);
• identify main ideas and overall meaning;
• summarise in English the main events outlined in a Latin passage.
Outcome 3
On completion of this unit the student should be able to demonstrate understanding of the use and purpose of scansion in Latin poetry.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
• identify length and stress of syllables;
• recognise metrical patterns used in Latin poetry, particularly hexameters;
• read lines of scanned poetry aloud with attention to metre;
• identify the use of elision.

Outcome 4
On completion of this unit the student should be able to translate a seen passage with attention to fluency and accuracy.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
• select appropriate meaning from choices provided in a dictionary;
• apply knowledge of vocabulary to provide accurate meaning in English;
• identify the meaning of more sophisticated Latin grammatical structures; for example, ablative absolute;
• express Latin grammatical structures in clear, fluent English;
• convey meaning in a style consistent with the author’s intent.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2, 3 and 4 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all four outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1
• identification and explanation of words which exemplify forms of accidence and syntax in a seen passage

or

• composition of original sentences based on models from a seen passage.
Outcome 2
• a written English summary of a passage from an unseen text
  or
• responses to questions on a passage from an unseen text.

Outcome 3
• written scansion of a passage of Latin poetry
  or
• reading aloud of Latin poetry with attention to metre.

Outcome 4
• translation of a seen passage with attention to fluency and accuracy.
Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to demonstrate knowledge of accidence and syntax.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

• identify the use of case in specified sentences and phrases;
• translate English sentences into Latin sentences with attention to Latin constructions;
• compose Latin sentences;
• identify vocabulary in conjugated and declined forms;
• identify and explain grammatical structures used in Latin sentences.

Outcome 2

On completion of this unit the student should be able to demonstrate understanding of content, context, purpose and style in a seen passage.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

• identify the content of a passage;
• summarise a Latin passage;
• relate the background of a passage to the content;
• identify and explain the author’s purpose;
• identify features of the author’s style of writing.
Outcome 3
On completion of this unit the student should be able to translate seen and unseen passages with attention to style and shades of meaning.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
- use a dictionary to determine meaning, including nuances of meaning;
- provide fluent English equivalents for Latin idioms and expressions;
- convey author’s meaning in English;
- identify and translate Latin grammatical constructions accurately;
- reflect the style and purpose of the author.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.
## Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td><strong>Identification of accidence and syntax of words from a seen passage of approximately 200 words.</strong></td>
</tr>
<tr>
<td>Demonstrate knowledge of accidence and syntax.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td><strong>Response to questions on content, context, purpose and style.</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of content, context,</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>purpose and style in a seen passage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td></td>
<td><strong>Translation of a seen passage of approximately 90–100 words.</strong></td>
</tr>
<tr>
<td>Translate seen and unseen passages with</td>
<td>20</td>
<td><strong>Translation of an unseen passage of approximately 70 words.</strong></td>
</tr>
<tr>
<td>attention to style and shades of meaning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total marks | 50 |

*School-assessed Coursework for Unit 3 contributes 25 per cent.*
Unit 4

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1
On completion of this unit the student should be able to analyse and explain the literary, stylistic and structural techniques used in Latin texts, as listed on pages 14 and 15 of this study design.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
• identify and explain specific literary, stylistic and structural techniques used by Latin writers;
• identify and explain how aspects of content, choice of language and structure of texts support the author’s purpose.

Outcome 2
On completion of this unit the student should be able to identify and discuss themes and relevant aspects of cultural/historical context in a seen text.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to
• identify and explain themes within a text;
• explain the cultural and historical context of texts studied;
• extract details from a given text which support underlying themes;
• analyse the author’s purpose.
ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Analyse and explain the literary, stylistic and structural techniques used in Latin texts.</td>
<td>25</td>
<td>Response to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Identify and discuss themes and relevant aspects of cultural/historical context in a seen text.</td>
<td>25</td>
<td>A 400-500 word essay focusing on the theme(s) and cultural/historical aspects of a seen text.</td>
</tr>
</tbody>
</table>

| Total marks | 50 |

*School-assessed Coursework for Unit 4 contributes 25 per cent.
End-of-year examination (2 hours, plus 15 minutes reading time)

Students may use Latin–English, English–Latin dictionaries in the end-of-year examination.

Section 1: Translation of an unseen passage

Purpose
This section of the examination is designed to assess the student’s ability to translate an unseen Latin passage.

Specifications
This section will consist of a passage of approximately 90 words for translation into English.

Section 2: Comprehension, interpretation and analysis of the prescribed seen text

Part A: Comprehension and analysis of the prescribed seen text

Purpose
Part A of this section of the examination is designed to assess the student’s ability to analyse the content and context of the seen text and demonstrate knowledge of the historical and cultural background related to the text.

Questions will require:
• details of content from the passage provided;
• context questions related to the Aeneid as a whole.

Specifications
There will be a passage of no more than 22 lines, drawn from the lines designated for the prescribed seen text, detailed on page 16.

There will be questions on content and context.

Part B: Interpretation of the prescribed seen text

Purpose
Part B of this section of the examination is designed to assess the student’s ability to identify and explain the author’s use of literary, stylistic and structural techniques.

Questions will require:
• identification and explanation of the author’s use of literary devices;
• identification and explanation of the author’s use of stylistic techniques.

Specifications
A passage of no more than 22 lines, drawn from the lines for study will be provided.

There will be questions on the literary, stylistic and structural techniques used by the author.

Part C: Analysis of themes and ideas from the prescribed seen text

Purpose
Part C of this section of the examination is designed to assess the student’s ability to analyse themes and ideas.

Questions will require:
• discussion of themes and ideas.
Specifications
A passage of no more than 22 lines drawn from the lines designated for study will be provided. Students will respond to one to two questions relating to the prescribed seen text.

SUMMARY OF EXAMINATION SPECIFICATIONS

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Marks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation of unseen text.</td>
<td>45</td>
<td>translation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Comprehension and analysis of the prescribed seen text.</td>
<td>15</td>
<td>content and context questions</td>
</tr>
<tr>
<td>Part B: Interpretation of the prescribed seen text.</td>
<td>20</td>
<td>questions on use of literary, stylistic and structural techniques</td>
</tr>
<tr>
<td>Part C: Analysis of themes and ideas from the prescribed seen text.</td>
<td>20</td>
<td>questions requiring discussion of themes and ideas</td>
</tr>
</tbody>
</table>

Total marks 20
SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manipulate basic accidence and syntax in Latin sentences.</td>
<td>Responses to sentences requiring changes to accidence and syntax.</td>
<td>Identify and explain accidence and syntax of words from a seen passage presented in context.</td>
</tr>
<tr>
<td></td>
<td>or Translation of sentences from English to Latin.</td>
<td>or</td>
<td>or Composition of original sentences based on models from a seen passage.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate understanding of the content of a seen passage of Latin accurately.</td>
<td>(a) Translation of a seen passage with a focus on accuracy.</td>
<td>(a) Translation of a seen passage with a focus on accuracy.</td>
</tr>
<tr>
<td></td>
<td>and (b) Responses to content questions on a seen Latin passage.</td>
<td>and (b) Responses to content questions on a seen Latin passage.</td>
<td>and (b) Responses to content questions on a seen Latin passage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or Reading aloud of Latin poetry with attention to metre.</td>
</tr>
<tr>
<td>4</td>
<td>Translate a seen passage with attention to fluency and accuracy.</td>
<td></td>
<td>Translation of a seen passage with attention to fluency and accuracy.</td>
</tr>
</tbody>
</table>
### Outcomes and assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (2 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge of accidence and syntax.</td>
<td>Identification of accidence and syntax of words from a seen passage of approximately 200 words.</td>
<td>Analyse and explain the literary, stylistic and structural techniques used in Latin texts.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate understanding of content, context, purpose and style in a seen passage.</td>
<td>Response to questions on content, context, purpose and style.</td>
<td>Identify and discuss themes and relevant aspects of cultural/historical context in a seen text.</td>
</tr>
<tr>
<td>3</td>
<td>Translate seen and unseen passages with attention to style and shades of meaning.</td>
<td>Translation of a seen passage of approximately 90–100 words, and Translation of an unseen passage of approximately 70 words.</td>
<td></td>
</tr>
</tbody>
</table>
## Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of accents and syntax of words from a seen passage of approximately 200 words.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to questions on content, context, purpose and style.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation of a seen passage of approximately 90–100 words and translation of an unseen passage of approximately 70 words.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 400–500 word essay focusing on the theme(s) and cultural/historical aspects of a seen text.</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written examination</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation of unseen passage</td>
<td>22.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension, interpretation and analysis of the prescribed seen text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td></td>
<td>7.5</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Part C</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### Overall contribution of school-assessed coursework and end-of-year examination

<table>
<thead>
<tr>
<th>Overall contribution of school-assessed coursework and end-of-year examination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and analysis of Latin language</td>
<td>45</td>
</tr>
<tr>
<td>Analysis of literary, stylistic and structural techniques</td>
<td>32.5</td>
</tr>
<tr>
<td>Analysis of themes and ideas</td>
<td>22.5</td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate.

Teachers should note, however, that the listing of vocabulary, grammatical structures, literary, stylistic and structural techniques, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes can serve as effective organisational focuses for activities, as can a set of particular grammatical structures, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Latin, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

**Language learning applications**

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading comprehension tasks, grammar and vocabulary building tasks;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

**Information gathering**

Students can use the Internet to research:

- statistics on a specific topic;
- biographical data relating to famous historical figures;
- features of literature, legends, common characters and themes, terminology and special language used;
- materials in and about the language;
- online dictionaries.

Students can also:

- check spelling for written tasks.

**Presentation applications**

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- take notes in class or word process in the language;
- use communication media such as email, fax;
- email tasks to the teacher from home or the classroom.
KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Communication, planning and organising, self management</td>
</tr>
<tr>
<td>Summary and translation</td>
<td>Communication, initiative and enterprise</td>
</tr>
<tr>
<td>Scansion and reading</td>
<td>Communication, teamwork</td>
</tr>
<tr>
<td>Analysis and response to written texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Analysis of themes and context of texts</td>
<td>Communication, teamwork, problem solving, use of information and communications technology</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon.
## Unit 1

### Texts

As selected

### Grammar

Revision of use of cases
Revision of adjectives
Revision of subordinate clauses
Subjunctives
Indirect statement
Conditional clauses

### Text types

Discussion / exercise / extract / narrative / notes / passage / poem / quote / recitation / record / story / website

### Examples of learning activities

*develop a grammar notebook which defines new accidence and syntax that can be added to throughout the course*

*translate stories provided in Latin, and identify and record the new grammar introduced in each one in your grammar notebook*

*listen to or read a series of quotes given in Latin and record them as reported (indirect) speech*

*in small groups, practise changing direct quotes into indirect speech*

*identify and explain a range of subordinate clause subjunctives in a seen passage; discuss in class, considering the parallels and differences between the Latin and English*

*read a short story or extract in Latin for gist and develop a series of cartoons or captions to depict the main events from the story*

*respond to comprehension questions on a passage previously read in class*

*translate a given short unseen passage and check your accuracy against a translation*

*read an unseen passage and write a series of comprehension questions to be completed by other members of the class*

*complete an exercise changing examples of direct speech into indirect statements*

*using the Internet or other resources, investigate different translations that have been developed for a specific extract from a Latin text; Extension: compare the translation styles and consider the historical context of the translator’s work*

### Example assessment task

#### Outcome 1: Manipulate basic accidence and syntax in Latin sentences.

**Assessment task:** Responses to sentences requiring changes to accidence and syntax.

**Details of the task:** Rewrite a piece of Latin text of about ten sentences in length, substituting indirect speech for the direct speech featured in the text.

**or**

#### Assessment task: Translation of sentences from English to Latin.

**Details of the task:** Translate four brief passages of two to three connected sentences from English into Latin. Students should be careful to develop accurate sentences in Latin containing gerunds, gerundives and impersonal verbs as appropriate to the context.
Unit 1

Texts
As selected

Examples of learning activities
identify the use of the impersonal verb in stories translated in class and discuss its applications
match the captions provided, which use impersonal verbs, with the appropriate picture
translate a previously read passage of Latin with fluency and respond to a series of content questions
compose sentences related to the theme/s presented in the seen text, which exemplify several subjunctive main clauses
translate a brief unseen passage with attention to accuracy
create a worksheet for other members of the class in which the subordinate uses of the subjunctive mood are exemplified
reconstruct an extract from a story or text which is presented in Latin, but with the sentences out of order; reorganise the sentences into the correct order; a translation may be used to assist with this task
read a short extract from an unseen text; you will be provided with a translation in English which has been put out of order; construct an accurate translation of the text by reorganising the translated sentences
use ten given short sentences in Latin and three items; write one sentence about each item by combining any of the sentences provided and using main clause subjunctives
listen to or read a short passage in Latin and identify the infinitives that you hear and identify their tense
using the Internet, investigate modern contexts where Latin is used; Extension: choose one application and present an informative presentation about it to the class

Extension: Write an imaginative paragraph in Latin using as many “verbs of fear” as possible, that begins: Suddenly I heard a loud noise...

Example assessment task

Outcome 2: Demonstrate understanding of the content of a seen passage of Latin accurately.
Assessment task: Translation of a seen passage with a focus on accuracy and responses to content questions on a seen Latin passage.

Details of the task: Given 25 lines of text from a passage read in class, translate the ten lines indicated and respond to content questions on the remaining lines.
Unit 1

Texts
As selected

Grammar
Gerunds
Gerundives
Predicative dative

Text types
Discussion / list / news broadcast / passage / poetry

Examples of learning activities

- listen to a piece of Latin poetry being read aloud to the class and discuss points of pronunciation, emphasis and intonation that are important to the delivery
- discuss the original purpose and presentation context of the poem which has been read to you in class
- with a partner, prepare a brief piece of poetry for reading aloud; present it to the class paying attention to pronunciation and manner of delivery; Extension: discuss the poetry presentations made by students in class and share strategies for improved delivery
- read an unseen passage and respond to questions
- rewrite a translation of a previously read passage of Latin with careful attention to fluency
- rewrite a brief passage of Latin, adding a range of gerunds and gerundives to the text; Extension: discuss in class the effect the changes have made to the tone and mood of the passage
- listen to a news broadcast in Latin and note any information you understand; Extension: in groups, share your information and make a list of the news items in the order that they were presented
- Extension: discuss the origin of the news broadcast that you have listened to, considering issues such as influence of first language on pronunciation, the use of modern terminology in Latin and the reasons for presenting a news program in Latin in the twenty-first century

Example assessment task

Outcome 3: Read a passage of Latin aloud with correct pronunciation.
Assessment task: Read aloud a passage of Latin.

Details of the task: Read aloud ten lines of poetry previously studied in class, paying attention to appropriate pronunciation.
Unit 2

Texts
As selected excerpts from Caesar’s Gallic Wars

Grammar
Causal clauses
Concessive clauses
Sequence of tenses
Conditional sentences (simple, future, contrary-to-fact)
Rules of scansion (syllabication, length of syllables)

Text types
Annotation / extract / passage / poetry / reference sheet

Examples of learning activities
identify and explain the accidence and syntax of words in a seen passage
given a list of grammatical structures, locate and explain in a piece of seen text
summarise a thirty line passage of seen text to give a full, but concise report to be presented to the class
listen to or read ten lines of text from a seen passage; view a translation of the text that is out of order and arrange in the correct order
listen to a text extract read aloud in Latin while following it by reading; note the division of the syllables as you listen to the text
read and divide several lines of poetry into syllables and identify long and short syllables; discuss your results in class and self-correct
as a class, develop a reference sheet summarising the rules of scansion in point form and providing an example for each one
translate an unseen passage from Caesar without a dictionary
read an unseen passage of ten lines from Virgil and answer content questions
rewrite simple sentences into the style of Caesar, using grammatical structures common to his writing
compose a series of sentences using words such as ‘ut’, ‘cum’ and ‘dum’ in situations requiring both the indicative and subjunctive moods

Extension: choose a field (botany, medicine, law, religion) where Latin is used today, research online and demonstrate its use by presenting an annotated example from the field

Example assessment task
Outcome 1: Identify and explain accidence and syntax of words from a seen passage presented in context.
Assessment task: Identification and explanation of words which exemplify forms of accidence and syntax in a seen passage.
Details of the task: Explain the accidence and syntax of twenty words taken from a passage previously studied in class.

Assessment task: Composition of original sentences based on models from a seen passage.
Details of the task: Rewrite a passage of Latin from a seen text to contain examples of at least three of the following grammatical structures: a conditional contrary to fact sentence, a relative clause with the subjunctive, a conditional future sentence, a concessive clause and a causal clause.
Unit 2

Texts
Excerpts from Virgil’s Aeneid
Book 1
Excerpts from Caesar’s Gallic Wars

Grammar
Subordinate clauses in indirect statement
Rules of scansion (dactylic and spondaic feet)
Relative clauses in indirect statement

Text types
Passage / poetry / poster / song / story / summary

Examples of learning activities
identify dactyls and spondees in a passage of Virgil
discuss the impact of patterns of dactyls and spondees on lines of poetry
give two alternatives for translating sentences containing ablative absolutes
summarise a passage of Caesar already completed in class
write a summary of previously studied lines of Caesar with a focus on the main idea and what points are used to reinforce it
write a series of multiple-choice comprehension questions on a passage from Caesar for the class to complete
combine sentences to create relative clause/indirect statement structures

Extension: online, research a chant or song that is sung in Latin and present it to the class; discuss the impact of the metre on medium

Extension: participate in a class spelling bee using literary, stylistic and structural techniques as the vocabulary, and providing meanings as well as correct spelling

Extension: investigate systems for the development of new Latin terms for modern contexts, and prepare illustrative examples for a class poster; for example, ‘Vocabula computatoria’

Extension: develop the opening paragraph for a story written in Latin that includes a sentence containing: ‘...gave the parcel to the boy who...’

Example assessment task

Outcome 2: Identify main ideas and specific details of content in an unseen passage.

Assessment task: A written English summary of a passage from an unseen text.

Details of the task: Read a passage of about twenty lines from Caesar and produce a summary of the text.

or

Assessment task: Responses to questions on a passage from an unseen text.

Details of the task: Read a previously unseen passage of about twenty-five lines and answer ten questions on the content.
Unit 2

Texts
Excerpts from Virgil’s *Aeneid* Book I
Excerpts from Caesar’s *Gallic Wars*

Grammar
Ablative absolute
Rules of scansion (elision, caesura)
Scanning poetry

Text types
Animation / discussion / ICT presentation / illustration / passage / poetry / prose / report

Examples of learning activities

- scan several lines of *Aeneid* I and discuss the effect metre has on the passage
- listen to several lines from the *Aeneid* I that have been previously studied in class as they are read aloud and comment on the effect of metre
- prepare an oral reading of eight to ten lines of *Aeneid* I already studied in class with attention to metre, and present to the class for comment and constructive advice on presentation
- create a PowerPoint presentation demonstrating the process used to scan two lines of the *Aeneid*
- identify lines of poetry which contain a variety of emotions and scan, noting which types of feet are prevalent; record the information in visual or note form
- identify instances of elision in lines of poetry
- read a passage from *Aeneid* Book 1 which has been translated into English twice, once as poetry and once as prose; consider the advantages and limitations of both styles of translation and prepare your views for a class discussion
- write a brief report on the use and purpose of scansion in Latin poetry, supporting your views with examples from poetry you have read in the past
- translate (twice) a passage of Caesar previously studied in class, once with rigid attention to accuracy and then with fluency
- read an unseen passage of prose and write a brief summary of the passage
- given a Latin text and its translation, construct a fluent and meaningful version of the passage
- discuss the difference between translation styles: translating for accuracy and translating for fluency; use examples from your reading of the Gallic Wars to support your comments
- Extension: using a PowerPoint or animated presentation, develop a simple example to demonstrate an aspect of the use or purpose of scansion in Latin poetry for younger students studying Latin
- Extension: watch and listen to a segment of a film that includes Latin speech; comment on the pronunciation, accuracy and appropriateness of the use of Latin in this context
**Example assessment task**

**Outcome 3:** Demonstrate understanding of the use and purpose of scansion in Latin poetry.

**Assessment task:** Written scansion of a passage of Latin poetry.

**Details of the task:** Scan eight lines of previously translated text from *Aeneid I*.

**or**

**Assessment task:** Reading aloud of Latin poetry with attention to metre.

**Details of the task:** Present an oral reading of eight to ten lines of *Aeneid I* already studied in class, with attention to metre.

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**Unit 2**

**Texts**

- Excerpts from Virgil’s *Aeneid* Book I
- Excerpts from Caesar’s *Gallic Wars*

**Grammar**

- Revision of participles
- Conditional sentences in indirect statement
- Relative clauses with the subjunctive (purpose, result, cause)

**Text types**

- Caption / collage / critique
- Discussion / extract / ICT / program / illustration / interview
- Note book / report / song / story / summary / web page

**Examples of learning activities**

- Find lines of Virgil which are heavily dactylic or spondaic and discuss the function of this metre.

- Identify grammatical structures and explain their use in a passage of seen text; add this information to the grammar note book developed in Unit 1.

- Read a summary of the *Aeneid* or a complete translation, and reflect on the significance to the whole storyline of the passage studied in this unit; write a brief summary of your views.

- Find resources on Virgil’s *Aeneid*, either in your library or on the Internet; select three that you feel are useful for study in class and write a brief critique for each.

- Identify and discuss in class the basics of the story of the *Aeneid* which can be determined from the passage studied in Unit 2; **Extension:** make conjectures about what may happen in the next part of the story, supporting your views with consideration of the purpose of the poem and the historical context in which it was written.

- Listen to or read a short extract from the passage of Caesar studied in class; take notes, paying attention to the main items referred to; write a brief summary of the items and the context in which they occur within the entire passage studied.

- Write a summary, or present an illustrated interpretation with captions, of the entire passage of Caesar studied.

- Locate two different translations for an extract from the passage of Caesar that you have studied; compare the effectiveness of the translations in relation to accuracy and fluency.
imagine you are a Roman citizen approaching Caesar to discuss his views on one of the issues raised in the passage you have studied; devise interview questions to elicit the information associated with his views; Extension: conduct the prepared interview with Caesar with a partner, then swap roles

translate a passage of Caesar previously studied using an online program such as Perseus

Extension: imagine that you must report back to other Latin speakers on the content of the passage of Caesar you have read; write a precis in Latin by picking out the main points; pay attention to the use of indirect speech and a variety of clauses

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**Example assessment task**

**Outcome 4:** Translate a seen passage with attention to fluency and accuracy.
**Assessment task:** Translation of a seen passage with attention to fluency and accuracy.

**Details of the task:** Translate a passage of about twenty lines from Caesar previously studied in class.
Unit 3

**Seen text**

Cicero’s *Pro Cluentio*

**Unseen text**

Excerpts from Cicero’s *De Officiis*

**Grammar**

Ablative absolute
Indirect question
Result clause
Indirect statement
Gerundive of purpose

**Examples of learning activities**

find two examples each of indirect statement, result clause, ablative absolute, indirect question, and gerundive of purpose in an extract from the *Pro Cluentio*

identify the accidence and syntax of ten words underlined in an extract from the *Pro Cluentio*

rewrite a sentence of Cicero’s into simple Latin, using as many sentences and words as are necessary

individually prepare a translation of a nominated section of the text

prepare a group translation of a section of the *Pro Cluentio*

translate a section of the *Pro Cluentio* orally in class

translate a seen passage of about twenty lines from Cicero’s *Pro Cluentio*

translate an unseen passage of about fifteen lines from Cicero’s *Pro Cluentio*

make a PowerPoint presentation on one of the following topics: Cicero’s career; the life of Oppianicus; Sulla

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**Example assessment task**

**Outcome 1:** Demonstrate knowledge of accidence and syntax.

**Assessment task:** Identification of accidence and syntax of words from a seen passage of approximately 200 words.

**Details of the task:** Explain the accidence and/or syntax as indicated, of the twenty words highlighted in lines 1–25 of Cicero’s *Pro Cluentio*. 
Unit 3

### Seen text

**Cicero's Pro Cluentio**

### Unseen texts

**Excerpts from Caesar's *Gallic Wars***

**Excerpts from Tacitus’ *Annals***

### Grammar

- Locative case
- Impersonal verbs
- Purpose clause

### Examples of learning activities

- Identify grammatical structures as they occur in translating the *Pro Cluentio*
- Prepare a translation of about ten lines assigned from the *Pro Cluentio*
- Prepare a Latin summary of a ten-line section of the *Pro Cluentio* studied
- Translate an unseen passage of about fifteen lines from Caesar's *Gallic Wars*
- Translate an unseen passage of about fifteen lines from Tacitus’ *Annals* concerning Nero
  
  With reference to the *Pro Cluentio*, explain the basic facts of the case from the point of view of one of: Sassia; Oppianicus; Cluentius

  Respond to ten questions of content and context on a passage from the *Pro Cluentio*

### Example assessment task

**Outcome 2:** Demonstrate understanding of content, context, purpose and style in a seen passage.

**Assessment task:** Response to questions on content, context, purpose and style.

**Details of the task:** Respond to the following questions on lines 1–50 of Cicero’s *Pro Cluentio*:

1. To what is Cicero referring in lines 10–11 ‘est exorta mulieris importunae nefaria libido’?
2. How old was Cicero’s client at the time of his father’s death?
3. How does Cicero describe the passion of Sassia for Melinus?
4. How does Sassia’s daughter deal with the situation?
5. Give the accidence and syntax of the following words: *virtute* (1. 3); *consulibus* (1. 5); *tempore* (1. 7); *essent* (1. 10); *capta* (1. 18).
6. Why does Cicero say that Cluentia left Melinus ‘non invita’, but ‘non libenter’ (lines 26–7)?
7. What sort of wedding did Sassia and Melinus have?
8. How was Cluentius affected by the situation?
Unit 3

**Seen text**

Cicero’s *Pro Cluentio*

**Unseen text**

Excerpts from Pliny’s *Letters*

**Grammar**

Syncopated forms of the perfect and pluperfect
Historic infinitive

**Examples of learning activities**

- find examples of the locative case, syncopated perfect tense and historic infinitives
- using the Perseus Project word search tool, translate the sentences provided into English
- summarise the lines of the *Pro Cluentio* studied in less than ten sentences
- translate an unseen passage of about fifteen lines from Pliny’s *Letters*
- write an essay, explaining the background to Cicero’s historical references in the text studied

**Example assessment tasks**

**Outcome 3:** Translate seen and unseen passages with attention to style and shades of meaning.

**Assessment task:** Translation of a seen passage of approximately 90–100 words.

**Details of the task:** Translate lines 15–36 from Cicero’s *Pro Cluentio*

**and**

**Assessment task:** Translation of an unseen passage of approximately 70 words.

**Details of the task:** Translate fifteen lines from Pliny’s *Letters*. 
Unit 4

Seen text
Virgil's *Aeneid*, Book XII*

Unseen text
Excerpts from Caesar's *Gallic Wars*
Excerpts from Cicero's *De Officiis*

Poetic devices and techniques
Antithesis
Chiasmus
Exaggeration
Irritation
Juxtaposition
Scansion
Simile etc.

Examples of learning activities

- prepare a brief presentation on a figure of speech used by Virgil in the passage studied
- identify ten uses of figures of speech in a passage from Virgil
- discuss Virgil's use of imagery in a selected passage from Book XII
- scan a ten-line passage from the text
- translate an unseen passage of about fifteen lines from Caesar into clear, fluent English
- read and summarise an unseen passage from Cicero
- using a word-processing program, change a short passage from Book XII from a text passage to a table; alphabetise the vocabulary and analyse Virgil's repetition of words

Example assessment task

**Outcome 1:** Analyse and explain the literary, stylistic and structural techniques used in Latin texts.

**Assessment task:** Response to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.

**Details of the task:** Answer ten questions focusing on metre, imagery and poetic devices used in given lines of Virgil's *Aeneid*, Book XIII.

*Prescribed seen text for 2005.
Unit 4

**Seen text**

Virgil’s *Aeneid* Book XII*

**Unseen texts**

Excerpts from Cicero’s *De Amicitia*
Excerpts from Pliny’s *Letters*

**Poetic devices and techniques**

- Simile
- Metaphor
- Pietas
- Furor
- The gods

**Examples of learning activities**

- Identify Virgil’s use of simile and metaphor in the passage studied.
- Explain the simile in the lines provided from the text.
- Locate speeches and events in the text which demonstrate the impact of the gods on events in the *Aeneid* Book XII.
- Translate an unseen passage of about fifteen lines from Pliny.
- Read an unseen passage of about twenty lines from Cicero and answer ten questions about content and grammar.
- Prepare a class paper on a thematic aspect of the *Aeneid* Book XII to present to the class; include a review of a secondary source as part of the presentation; discuss in class.

**Example assessment tasks**

**Outcome 2:** Identify and discuss themes and relevant aspects of cultural/historical context in a seen text.

**Assessment task:** A 400–500 word essay focusing on the theme(s) and cultural/historical aspects of a seen text.

**Details of the task:** Write an essay of about 450 words discussing the concept of *pietas* vs. *furor* as Virgil presents it in *Aeneid*, Book XII.

*Prescribed seen text for 2005.*
SUITABLE RESOURCES

Some of the print resources contained in this list may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

TEXTS

Catullus
Catullus 1986, Love and Hate: Selected Short Poems, Kaiser, Leo (ed.), Bolchazy-Carducci, Wauconda, IL.

Caesar
Caesar 1996, Invasion of Britain, Welch, W & CG Duffield (eds), Bolchazy-Carducci, Wauconda, IL.
Caesar Gallic War (any edition).
Caesar Civil War (any edition).
Mench, Fred, Caesar in the Curriculum, American Classical League, Oxford, OH.
Romans in Britain; selections from Tacitus and Caesar available from Camberwell Grammar School.

Cicero
Cicero 1992, De Amicitia, A, Wauconda, IL.
Cicero 1992, On Old Age (De Senectute), Bolchazy-Carducci, Wauconda, IL.
Cicero First and Second Speeches Against Verres, Gould & Whiteley (eds), Cambridge University Press, Cambridge.
Cicero 1987, Pro Sexto Roscio Amerino, Donkin, EH & Halm, K (eds), Bolchazy-Carducci, Wauconda, IL.

Geffcken, Katherine 1995, Comedy in the Pro Caelio, Bolchazy-Carducci, Wauconda, IL.

Erasmus
Erasmus 1988, Erasmus and his Times: A Selection from the Letters of Erasmus and his Circle, Bolchazy-Carducci, Wauconda, IL.

Horace
Horace 1998, Horace Satire 1.9 The Boor, Bolchazy-Carducci, Wauconda, IL.

Juvenal
Juvenal, The Satires Nelson, Ferguson, J (ed.).

Livy
Livy 1988, Rome and Her Kings, Lowe, WD & CE Freeman (eds), Bolchazy-Carducci, Wauconda, IL.
Ovid and Livy 1987, The Story of Lucretia: Selections from Ovid and Livy, Bolchazy-Carducci, Oak Park, IL.
Nepos

Ovid
Ovid 1984, Metamorphoses Book I, Bolchazy-Carducci, Wauconda, IL.
Ovid, Metamorphoses Book VII, Gould & Whiteley (eds).

Ovid and Livy 1987, The Story of Lucretia: Selections from Ovid and Livy, Bolchazy-Carducci, Oak Park, IL.

Terence

Virgil
Virgil Latin texts
Virgil 1994, Vergil’s Aeneid, Pharr, Clyde (ed.), Bolchazy-Carducci, Wauconda, IL.

Translations

Virgil references
Camps, W 1969, An Introduction to Virgil’s Aeneid, Oxford University Press.
Griffin, J 1986, Virgil, Oxford University Press.
Hardie, PR 1986, Virgil’s Aeneid: Cosmos and Imperium, Oxford University Press.
Morse, RE 1986, Evocations of Virgil in Tolkien’s Art, Bolchazy-Carducci, Oak Park, IL.
Otis, B, Virgil: A Study in Civilised Poetry, Oxford University Press.
Williams, D 1973, Aeneas and the Roman Hero, MacMillan Education Ltd.
Williams, RD 1977, An Introduction to Virgil’s Aeneid, ABC Publications.

ANTHOLOGIES

GRAMMAR

TEXTBOOKS
Oxford Latin Course Book 3.

MUSIC

REFERENCES


**DICTIONARIES**

*The Pocket Oxford Dictionary.*

*Collins Gem Latin Dictionary.*

*Collins Latin Plus Dictionary.*

**JOURNALS AND PERIODICALS**

*ACL Newsletter*, The American Classical League, Miami University, Oxford, Ohio.


*The Classical Outlook*, American Classical League, University of Georgia.

*Texas Classics in Action*, Texas Classical Association, Austin, Texas.

[www.txccl.org/](http://www.txccl.org/)

**WEBSITES**

*Latinteach*  
[www.latinteach.com](http://www.latinteach.com)  
Designed as an aid to teachers, this site contains everything from resources to teachers’ lesson plans.

*The Perseus Project*  
[http://perseus.tufts.edu/](http://perseus.tufts.edu/)  
This website contains the text of a wide range of Latin authors, and includes grammatical and historical annotation.

Contained on these pages is a series of grammar aids from the classical department of St. Louis University, St. Louis, MO.

[www.thelatinlibrary.com](http://www.thelatinlibrary.com)  
This website provides a wide range of Latin authors’ works, including, amongst many, Virgil and Cicero.

[www.enl.umassd.edu/InteractiveCourse/Homer/homer.html](http://www.enl.umassd.edu/InteractiveCourse/Homer/homer.html)  
The Homer Home Page contains rudimentary information about Homer’s Iliad and Odyssey.

[www.dc.peachnet.edu/~shale/humanities/literature/world_literature/virgil.html](http://www.dc.peachnet.edu/~shale/humanities/literature/world_literature/virgil.html)  
The Virgil Home Page provides translations, criticism and links.

[http://classics.mit.edu/](http://classics.mit.edu/)  
This site includes a collection of texts with annotation.

[www.ucc.ucconn.edu/~hasenfra/wlatin.html](http://www.ucc.ucconn.edu/~hasenfra/wlatin.html)  
This is a free Windows Latin grammar program, but it is not available for Macs.

[www.math.ubc.ca/people/faculty/cass/frvws/latin/latin-dict-full.html](http://www.math.ubc.ca/people/faculty/cass/frvws/latin/latin-dict-full.html)  
One of several online Latin dictionaries. This one is limited as it contains no principal parts or genitive forms.

[www.perseus.tufts.edu/cgi-bin/resolveform?lang=Latin](http://www.perseus.tufts.edu/cgi-bin/resolveform?lang=Latin)  
Part of the Perseus project, this is a searchable version of the Lewis and Short dictionary.

This site contains a partial online version of Allen and Greenough’s grammar text.

[www.orbiat.com/Latin/index.html](http://www.orbiat.com/Latin/index.html)  
This site contains a history of the Latin language as well as a general grammar section which, while unfinished, could be a good starting point for a range of grammatical questions.

[www.fcps.k12.va.us/DIS/OHSICS/forlang/latin.htm](http://www.fcps.k12.va.us/DIS/OHSICS/forlang/latin.htm)  
This is a list of Latin links, divided into topics, from the school district of Fairfax County, Virginia.

This is the web page for the Centre for Classics and Antiquities at Melbourne University.

**ASSOCIATIONS**

Classical Association of Victoria  
University of Melbourne

American Classical League, Miami University  
Oxford, Ohio 45056

Texas Classical Association  
2535 Turkey Oak  
San Antonio, Texas 78232

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