

Victorian Certificate of Education

# LATIN



STUDY DESIGN



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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



Merryn 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: 2005–2021

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](http://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:

<b>Verbs</b>	the four regular conjugations, the mixed conjugation, deponent and semi-deponent verbs the irregular verbs: <i>eo, fero, fio, malo, nolo, possum, sum, volo</i> 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 <i>-ere</i> * infinitives as subject, object, complement, and the prolativum infinitive historic infinitive* impersonal verbs: <i>accidit, decet, licet, miseret, necesse est, oportet, paenitet, placet, pudet, videtur</i> simple impersonal passives e.g. <i>pugnatum est, ventum est</i>
<b>Adverbs</b>	regular and common irregular adverbs positive, comparative and superlative degrees

<b>Nouns</b>	the five declensions masculine, feminine and neuter genders irregular nouns <i>bos, deus, domus, Iuppiter, vis</i>
<b>Adjectives</b>	regular adjectives: positive, comparative and superlative degrees irregular adjectives: <i>dives, pauper, vetus</i> comparative and superlative degrees of <i>bonus, magnus, malus, multus, parvus, difficilis, facilis, humilis, similis, dives, vetus</i> comparatives <i>inferior, prior, propior, superior</i> and superlatives <i>infimus/imus, primus, proximus, supremus/summus</i> possessive adjectives
<b>Pronouns and pronomial adjectives</b>	demonstrative pronouns determinative pronouns: <i>is, idem, ipse</i> personal pronouns interrogative pronouns reflexive pronouns indefinite pronouns: <i>aliquis, quidam, quis</i> (with <i>ne, si, nisi, num</i> ), <i>quisquam, quisque, ceteri, nonnulli, reliqui</i> and the negatives <i>nemo, nihil</i> relative pronouns pronominal adjectives: <i>alius, alter, neuter, nullus, solus, totus, ullus, uter</i>
<b>Case</b>	<b>nominative:</b> subject and complement <b>vocative</b> <b>accusative:</b> direct object, time and space, motion towards, with prepositions, of exclamation <b>genitive:</b> possessive, partitive, descriptive, quality, characteristic, objective, of value with common adjectives, with verbs of remembering, forgetting, accusing, condemning and emotion <b>dative:</b> indirect object, advantage or disadvantage, possessive, predicative, of the agent with gerundives, with common verbs and adjectives <b>ablative:</b> agent, instrument, manner; cause, comparison, quality, price; absolute, separation, respect, time and place, measure of difference, of origin, with prepositions, with common verbs <b>locative:</b> for places, <i>domi, humi, ruri</i>
<b>Prepositions</b>	with accusative and ablative; <i>causa</i> with the genitive
<b>Numerals</b>	cardinal ordinal (1st to 10th) Roman numerals
<b>Sentence and phrase types</b>	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); <i>noli/nolite</i> with the infinitive, <i>ne</i> with the present subjunctive indirect commands direct wishes (with or without <i>utinam</i> *) 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 <i>quo</i> replacing <i>ut</i> 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

### 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
Synchysis	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 + <i>m</i> is followed by a word beginning with a vowel or <i>h</i> . 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 accent 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 accident 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 accident 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	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Demonstrate knowledge of accidence and syntax.	10	Identification of accidence and syntax of words from a seen passage of approximately 200 words.
<b>Outcome 2</b> Demonstrate understanding of content, context, purpose and style in a seen passage.	20	Response to questions on content, context, purpose and style.
<b>Outcome 3</b> Translate seen and unseen passages with attention to style and shades of meaning.	20	Translation of a seen passage of approximately 90–100 words. <b>and</b> Translation of an unseen passage of approximately 70 words.
<b>Total marks</b>	<b>50</b>	

\*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.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and explain the literary, stylistic and structural techniques used in Latin texts.	25	Response to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.
<b>Outcome 2</b> Identify and discuss themes and relevant aspects of cultural/historical context in a seen text.	25	A 400–500 word essay focusing on the theme(s) and cultural/historical aspects of a seen text.
<b>Total marks</b>	<b>50</b>	

\*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**

<b>Section 1</b>	<b>Marks</b>	
Translation of unseen text.	45	<ul style="list-style-type: none"> <li>• translation</li> </ul>
<b>Section 2</b>		
Part A: Comprehension and analysis of the prescribed seen text.	15	<ul style="list-style-type: none"> <li>• content and context questions</li> </ul>
Part B: Interpretation of the prescribed seen text.	20	<ul style="list-style-type: none"> <li>• questions on use of literary, stylistic and structural techniques</li> </ul>
Part C: Analysis of themes and ideas from the prescribed seen text.	20	<ul style="list-style-type: none"> <li>• questions requiring discussion of themes and ideas</li> </ul>
<b>Total marks</b>	<b>20</b>	

## 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

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Manipulate basic accidence and syntax in Latin sentences.	Responses to sentences requiring changes to accidence and syntax. <b>or</b> Translation of sentences from English to Latin.	1 Identify and explain accidence and syntax of words from a seen passage presented in context.	Identification and explanation of words which exemplify forms of accidence and syntax in a seen passage. <b>or</b> Composition of original sentences based on models from a seen passage.
2 Demonstrate understanding of the content of a seen passage of Latin accurately.	(a) Translation of a seen passage with a focus on accuracy. <b>and</b> (b) Responses to content questions on a seen Latin passage.	2 Identify main ideas and specific details of content in an unseen passage.	A written English summary of a passage from an unseen text. <b>or</b> Responses to questions on a passage from an unseen text.
3 Read a passage of Latin aloud with correct pronunciation.	Reading aloud of a passage of Latin.	3 Demonstrate understanding of the use and purpose of scansion in Latin poetry.	Written scansion of a passage of Latin poetry. <b>or</b> Reading aloud of Latin poetry with attention to metre.
		4 Translate a seen passage with attention to fluency and accuracy.	Translation of a seen passage with attention to fluency and accuracy.

## Outcomes and assessment tasks for Units 3 and 4

Outcomes	Unit 3 (4 tasks)	Outcomes	Unit 4 (2 tasks)
1 Demonstrate knowledge of accident and syntax.	Identification of accident and syntax of words from a seen passage of approximately 200 words.	1 Analyse and explain the literary, stylistic and structural techniques used in Latin texts.	Response to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.
2 Demonstrate understanding of content, context, purpose and style in a seen passage.	Response to questions on content, context, purpose and style.	2 Identify and discuss themes and relevant aspects of cultural/historical context in a seen text.	A 400–500 word essay focusing on the theme(s) and cultural/historical aspects of a seen text.
3 Translate seen and unseen passages with attention to style and shades of meaning.	Translation of a seen passage of approximately 90–100 words, <b>and</b> Translation of an unseen passage of approximately 70 words.		

**Contribution of assessment tasks to study score**

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

<b>Overall contribution of school-assessed coursework and end-of-year examination</b>	<b>%</b>
Comprehension and analysis of Latin language	45
Analysis of literary, stylistic and structural techniques	32.5
Analysis of themes and ideas	22.5

# 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.

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

## 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

### Grammar

Main clause subjunctives

Impersonal verbs

Revision of participles and infinitives

*Cum and dum* clauses

Verbs of fearing

### Text types

Caption / exercise / extract / note / passage / picture / story / website

### 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 accent 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 accent and syntax of words from a seen passage presented in context.

**Assessment task:** Identification and explanation of words which exemplify forms of accent and syntax in a seen passage.

**Details of the task:** Explain the accent and syntax of twenty words taken from a passage previously studied in class.

or

**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.

**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

### ***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 accident 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

### Example assessment task

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

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

**Details of the task:** Explain the accident 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*:

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

Irony

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 XII.

\*Prescribed seen text for 2005.

## Unit 4

### Seen text

Virgil's *Aeneid* Book XII\*

### Unseen texts

Exerpts 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 1973, *Selections from Catullus*, Lyne, R.O.A.M. (ed.), Cambridge University Press, Cambridge.

Catullus 1946, *Catullus: Selections from the Poems*, Smith, F Kinchin (ed.), Allen & Unwin, London.

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

Ferguson, John 1988, *Catullus*, Clarendon Press, Oxford.

### Caesar

Caesar 1996, *Invasion of Britain*, Welch, W & CG Duffield (eds), Bolchazy-Carducci, Wauconda, IL.

Caesar 1988, *Caesar's War in Alexandria*, Townend, GB (ed.), 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 (Austin ed.) *Pro Caelio*, Cambridge University Press, Cambridge.

Cicero 1987, *Pro Sexto Roscio Amerino*, Donkin, EH & Halm, K (eds), Bolchazy-Carducci, Wauconda, IL.

Cicero 1964, *Verres in Sicily*, Grose-Hodge & Davies (eds), Cambridge University Press, Cambridge.

Cicero 1932, *Murder at Larinum*, Grose-Hodge (ed.), Bristol Classical Press, London.

Cicero 1982, *In Catilinam I & II*, Gould & Whiteley (eds), Bristol Classical Press, London.

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.

Horace 1996, *Horace In English*, Carne-Ross, DS & Kenneth Haynes (eds), Penguin, London.

Horace 1988, *Horace in His Odes*, Harrison, JA (ed.), Bristol Classical Press, London.

Horace, *The Odes*, Quinn, K (ed.), St. Martins Press.

Horace 1969, *The Third Book of Horace's Odes*, Williams, G (ed.), Oxford University Press, Oxford.

### Juvenal

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

Juvenal 1982, *Juvenal Satires I, III, and X*, Rudd, Nial (ed.), Bolchazy-Carducci, Wauconda, IL.

### Livy

Livy 1988, *Rome and Her Kings*, Lowe, WD & CE Freeman (eds), Bolchazy-Carducci, Wauconda, IL.

Livy, *Hannibal Victor*, Wilson, M (ed.), Bristol Classical Press, London.

Livy 1987, *Scipio Africanus: The Conqueror of Hannibal* Selections from Livy Books XXVI-XXX, Buckney, TA (ed.), Bolchazy-Carducci, Oak Park, IL.

Livy 1982, *Stories of Rome*, Nichols, R (tr), Cambridge University Press, Cambridge.

Livy, *Scipio Africanus*, Porter (ed.), Cambridge University Press, Cambridge.

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

**Nepos**

Nepos 1987, *Three Lives: Alcibiades*, Dion, Atticus, Bristol Classical Press, London.

**Ovid**

Ovid 1982, *Ovid with Love: Selections from Ars Amatoria I and II*, Murgatroyd, P (ed.), Bolchazy-Carducci, Wauconda, IL.

Ovid 1984, *Metamorphoses Book I*, Bolchazy-Carducci, Wauconda, IL.

Ovid, *Metamorphoses Book VII*, Gould & Whiteley (eds).

Ovid 1995, *Love and Transformation: An Ovid Reader*, Richard Laflour (ed.), Addison-Wesley.

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

**Petronius**

Petronius 1995, *Selections from the Satyricon*, Lawall, Gilbert (ed.), Bolchazy-Carducci, Wauconda, IL.

Petronius 1973, *The Millionaire's Dinner Party*, Balme, MG (ed.), Oxford University Press, Oxford.

**Plautus**

Plautus 1968, *Three Plays by Plautus Roche*, Paul (tr), Bolchazy-Carducci, Wauconda, IL.

Plautus 1980, *Menaechmi*, Bolchazy-Carducci, Wauconda, IL.

Plautus *Mostellaria* (any edition).

**Pliny**

Pliny, *Fifty Letters of Pliny*, Sherwin-White (ed.), Oxford University Press, Oxford.

Pliny 1973, *Pliny's Letters*, Fisher & Griffin (eds), Cambridge University Press, Cambridge.

**Sallust**

Sallust 1967, *Catilina*, Davis (ed.), Oxford University Press.

**Seneca**

Seneca 1982, *The Phaedra of Seneca Lawall*, Gilbert (ed.), Bolchazy-Carducci, Wauconda, IL.

**Tacitus**

*Romans in Britain; selections from Tacitus and Caesar* available from Camberwell Grammar School.

Tacitus 1973, *Agricola: Selections*, Cambridge University Press, Cambridge.

Tacitus 1980, *Annals II-III: Germanicus and Piso Selections*, Cambridge University Press, Cambridge.

Tacitus, *Tacitus' Annals XIV*, Woodcock (ed.).

Tacitus, *The Year of the Four Emperors*, Jones (ed.), Cambridge University Press.

**Terence**

Terence 1982, *Phormio*, Coury, Elaine M (ed.), Bolchazy-Carducci, Chicago, IL.

**Virgil***Latin texts*

Virgil *Virgil's Aeneid* 1994, Pharr, Clyde (ed.), Bolchazy-Carducci, Wauconda, IL.

Virgil 1983, *Virgil's Aeneid: Books I and II*, Sweet, Waldo (ed.), Bolchazy-Carducci, Oak Park, IL.

Virgil 1993, *Selections for Aeneid VI*, Haward, Anne (ed.), Cambridge University Press, Oakleigh, Vic.

Virgil 1975, *Aeneid II: Selections*, Craddock, CH (ed.), Cambridge University Press, Cambridge.

Virgil 1998, *Virgil's Aeneid 10 & 12: Pallas and Turnus*, Boyd, Barbara (ed.), Bolchazy-Carducci, Wauconda, IL.

*Translations*

Virgil 1981, *The Aeneid*, Fitzgerald, R, New York (verse).

Virgil 1956, *The Aeneid*, Jackson Knight, WF, Penguin (prose).

Virgil 1966, *The Aeneid*, Day Lewis, C, Oxford University Press (verse).

Virgil 1982, *The Aeneid*, Mandelbaum, A, University of California Press (prose).

Virgil 1990, *The Aeneid*, West, D, Penguin Books (prose).

Virgil 1977, *Aeneid IV, Selections*, Muir, J.V. (ed.), Cambridge University Press, Cambridge.

Virgil 1984, *The Aeneid: English Selections* Tingay, Graham (tr), Cambridge University Press, Cambridge.

*Virgil references*

Anderson, William S 1989, *The Art of the Aeneid*, Bristol Classical Press, London.

Camps, W 1969, *An Introduction to Virgil's Aeneid*, Oxford University Press.

Commager, S (ed.) 1966, *Virgil: A Collection of Critical Essays*, Prentice Hall.

Gransden, K 1984, *Virgil's Iliad: An Essay on Epic Narrative*, Cambridge University Press.

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Griffin, J 1986, *Virgil*, Oxford University Press.

Hardie, PR 1986, *Virgil's Aeneid: Cosmos and Imperium*, Oxford University Press.

Harrison, SJI (ed.) 1990, *Oxford Readings in Virgil's Aeneid*, Oxford University Press.

Horsfall, N (ed.) 1995, *A Companion in the Study of Virgil*, Leiden.

Lyne, ROAM 1987, *Further Voices in Virgil's 'Aeneid'*, Oxford.

Mackie, CJ 1988, *The Characterisation of Aeneas*, Edinburgh.

Martindale, C (ed.) 1997, *The Cambridge Companion to Virgil*, Cambridge University Press.

McAuslan, I & Walcott P (ed.) 1990, *Greece and Rome Studies: Virgil*, 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.

Perkell, C (ed.) 1999, *Reading Vergil's Aeneid: An Interpretive Guide*, University of Oklahoma Press.

Poschl, V 1970, *The Art of Vergil: Image and Symbol in the Aeneid*, University of Michigan Press.

Putman, M 1965, *The Poetry of the Aeneid*, Routledge & Kegan Paul.

Quinn, K 1968, *Virgil's Aeneid: A Critical Description*, Routledge & Kegan Paul.

Williams, D 1973, *Aeneas and the Roman Hero*, MacMillan Education Ltd.

Williams, RD 1977, *An Introduction to Virgil's Aeneid*, ABC Publications.

## ANTHOLOGIES

*Cambridge Latin Anthology*, 1996, Carter, A & Parr, P (eds), Cambridge University Press, Cambridge.

Cobban, JM & Colebourn, R 1986, *Civis Romanus*, Methuen, London.

Dale, C.M. 1981, *Latin Passages for Translation and Comprehension*, Cambridge University Press, Cambridge.

Dale, Thompson & Craddock 1970, *Latin Elegy, Lyric and Epigram* Blackie.

Drake, G (ed.) 1989, *Latin Readings* Bolchazy-Carducci, Wauconda, IL.

Hiner, M 2001, *Latin Comprehensions for Schools*, Bristol Classical Press, London.

Hyde, R 2002, *Latin Unseen Translation*, Bristol Classical Press, London.

Jones, PV & Sidwell, KC 1986, *Reading Latin*, Cambridge University Press, Cambridge.

LaFleur, R (ed.) 1987, *Latin Poetry for the Beginning Student*, Longman, New York.

Lawall, G (ed.), *Latin in its Context: Passages for Reading and Discussion*, American Classical League Teaching Materials Resource Center, Oxford, Ohio.

Maltby, R 1980, *Latin Love Elegy*, Bristol Classical Press, London.

*Oxford Latin Reader* 1997, Balme, M & Morwood, J (eds), Oxford University Press, Oxford.

Potter, JGF 1978, *Gradatim*, Oxford University Press, London.

*Themes in Latin Literature: amor et amicitia*, Bell, P (ed.), Cambridge University Press, Cambridge.

*Themes in Latin Literature: imperium et civitas*, Bell, P (ed.), Cambridge University Press, Cambridge.

*Themes in Latin Literature: urbs antiqua*, Whalen, P (ed.), Cambridge University Press, Cambridge.

*Themes in Latin Literature: multas per gentes*, Whalen, P (ed.), Cambridge University Press, Cambridge.

Tennick, MJ (ed.), *Libellus*, Cambridge University Press, Cambridge.

Tuckfield, J (ed.), *Rome against Germany: Selections from Velleius and Tacitus* (available from Camberwell Grammar School).

## GRAMMAR

*Cambridge Latin Grammar*, Cambridge University Press.

The Centre for Ancient and Classical Languages 1999, *A Concise Grammar of Classical Latin*, The University of Melbourne.

Griffin, RM 1991, *Cambridge Latin Grammar*, Cambridge University Press, Cambridge.

Jones, PV & Sidwell, KC 1986, *Reading Latin: Grammar, Vocabulary and Exercises*, Cambridge University Press, Cambridge.

Kennedy, BH 1962, *Kennedy's Revised Latin Grammar*, Longman, London.

*Latin Grammar*, Oxford University Press, Oxford.

Wheelock, FM 1992, *Wheelock's Latin Grammar*, Harper Collins Publishing, Inc., New York.

## TEXTBOOKS

*Cambridge Latin Course Unit 4 Workbook*, Bell, P & Phinney, E (eds), Cambridge University Press, Cambridge.

*Cambridge Latin Course*, Unit IVA, 1986, Cambridge University Press, Cambridge.

*Cambridge Latin Course*, Unit IVB, 1988, Cambridge University Press, Cambridge.

*Oxford Latin Course Book 3*.

## MUSIC

*Synaulia: Music from Ancient Rome, Volume I Wind Instruments*, 1996, Amiata Records, Italy.

## REFERENCES

Allen, WS 1989, *Vox Latina*, Cambridge University Press, Oakleigh, Vic.

Boardman, J 1986, *The Oxford History of the Classical World*, Oxford University Press, Somerset.

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Duckworth, GE 1971, *The Nature of Roman Comedy*, Princeton University Press, Princeton.

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Lyons, M 1985, *Poetry in the Latin Classroom*, American Classical League, Oxford, OH.

*The Oxford Classical Dictionary*, 1968, Oxford University Press, Oxford.

Morford, M 1977, *Classical Mythology*, David McKay Comp., Inc. New York.

Rose, HJ 1996, *A Handbook of Latin Literature: From the Earliest Times to the Death of St. Augustine*, Bolchazy-Carducci, Wauconda, IL.

Walsh, PG 1995, *The Roman Novel*, Bristol Classical Press, London.

## 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.

*Iris*, The Journal of the Classical Association of Victoria.

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

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

[www.txclassics.org/](http://www.txclassics.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/>

This website contains the text of a wide range of Latin authors, and includes grammatical and historical annotation.

[www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html](http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html)

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/>

This site includes a collection of texts with annotation.

[www.ucc.uconn.edu/~hasenfra/wlatin.html](http://www.ucc.uconn.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/frivs/latin/latin-dict-full.html](http://www.math.ubc.ca/people/faculty/cass/frivs/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.

[www.hhhh.org/perseant/libellus/aides/allgre/allgre.contents.html](http://www.hhhh.org/perseant/libellus/aides/allgre/allgre.contents.html)

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

[www.orbilat.com/Latin/index.html](http://www.orbilat.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.

[www.sfca.unimelb.edu.au/CCA/](http://www.sfca.unimelb.edu.au/CCA/)

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