**[Kylie Witt]:** Welcome everyone to this implementation video for the reaccredited and revised Latin VCE Study Design. My name is Kylie Witt, and I'm the Manager of the Languages Unit. And today I'm joined by Maria Dikaiou, my colleague in the Languages Unit. She'll be presenting information about the revised and reaccredited Latin Study Design.

And we're also joined by two expert panel members, Peter Mountford and John Tuckfield. So I'd like to welcome all three of those people to our panel, and I'd like to welcome our audience today. And thank you for joining us.

Before we go any further, I'd like to acknowledge that we are all joining today's session from across Victoria. And I would like to acknowledge the traditional custodians of the many lands across Victoria on which we are living, learning and working from today. The four of us are all based in metropolitan Melbourne. So for us, that's the Wurundjeri people. We acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander people's spiritual and cultural connection to country. We acknowledge their continued care of the lands and waterways over generations. And we celebrate the continuation of a living culture that has a unique role in this region.

As we share in our knowledge of teaching and learning today, we pay our respects to Elders past, present and emerging, for they hold the memories, traditions, culture, and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and we hope that they will walk with us on our journey.

So without further ado, I'd like to hand over to Maria and the panel, and we hope you enjoy the content presented in this webinar. Thank you.

**[Maria Dikaiou]:** Thank you Kylie. And welcome also from me to Peter and to John and thank you to all our teachers who are taking the time to watch this implementation video.

The information in this implementation video relates to the VCE Latin Study Design revised and reaccredited, which will be implemented in 2022, all Units, Units 1 to 4 inclusive.

You're able to see from the screen that even the cover looks very different from our current Study Design for VCE Latin, and the accreditation period is clearly labelled on the right top right-hand side of the page, of the front page.

The purpose of this information session is to support VCE teachers in implementing and delivering the revised and reaccredited VCE Latin Study Design, starting in 2022 to 2026.

What we would like to cover in this session is to provide you with information related to Units 1 to 4, to look at the Areas of study, to look at the Outcomes and tasks, and to provide you with information regarding the Advice for Teachers.

Study Structure. The study is made up of four Units, just as it is in the current Study Design. As you can see from our screen, each Unit, Units 1 to 4 inclusive, now has a title.

The Unit structure. The study is made up of four Units, as has just been mentioned. And as you can see on the screen, on the right-hand side of the page, you'll be able to see that there is a new format to how the information is provided. It is the same format for all Units of work.

Each Unit deals with specific content contained in Areas of study. An Area of study is new terminology. Every Unit has 1,2, or 3 Areas of study. And every Area of study, or rather each Area of study, has an Outcome and a task associated with it. The Key knowledge and Key skills for each area are now separated, as you can see also from the information related to Unit 1: Reading Latin, which is on the slide. And the Outcomes relate to the Key knowledge and Key skills of each Area of study.

As mentioned previously, every Unit of work has an Area of study, and we'd like you to please note that for Unit 1 and Unit 2, there are three Areas of study, which means that there are three Outcomes and tasks for those Units. And in Unit 3 and Unit 4, there are two Areas of study.

The next three slides relate to Unit 1 and Unit 2 Outcomes. All assessments at Units 1 and 2 are school-based and procedures for assessments of levels of achievement are a matter for school decision. What is different about the revised and reaccredited study design for VCE Latin, is that tasks for Units 1 and 2 are no longer prescribed in the Study Design. For each Outcome in Units 1 and 2, teachers may choose one of the tasks listed in the Study Design or design their own.

And over the next two slides, the following information has been taken directly from the revised and reaccredited VCE Study Design for Latin. This information is from Unit 1, clearly showing that for the three Outcomes related to Unit 1, there are suitable assessment tasks that you are able to select for your assessment, or you may design your own task. And of course, the same applies for the Unit 2 Outcomes and tasks.

Unit 3 Outcomes and tasks. As mentioned earlier, there are two Areas of study, two Outcomes and associated assessment tasks. We'd like to bring your attention to Unit 3, Outcome 1. There are two parts to that task, and we'll talk about that a little bit later on with one of our panel members. And Unit 3, Outcome 2, one assessment task.

Unit 4, Outcomes and tasks. Again, two Areas of study, two Outcomes and two tasks. And could you also please note that School-assessed Coursework for Unit 3 and Unit 4 contribute 25% to the study score for each unit. 25% for Unit 3, 25% for Unit 4.

External assessment. There is an end of year examination, and the end of year examination will contribute 50% to the study score. The end of your examination, duration is two hours.

This information again is taken from the VCE Latin study page, and you'll be able to see that directly under the revised and reaccredited VCE Latin Study Design, there are the Prescribed texts and lists, and they have been published for 2022 to 2026. That is for the whole accreditation period for the revised and reaccredited Study Design. This is available online on the VCE Latin page.

Advice for Teachers. Advice for Teachers is now also available on the Study Page for Latin. And the Advice for Teachers provides teaching and learning activities for Units 1 to 4, assessment advice for school-based assessment in Units 3 and 4, Performance descriptors, which will be published very shortly for Latin, and Resources.

This is the new look Advice for Teachers and information regarding Latin. Advice for Teachers for Latin has been published except for performance descriptors, which will go up quite shortly. But you'll be able to see that when you click on any of these tiles, immediately, you'll be able to access information, teaching and learning activities, resources, how to approach developing your programme. All of this information is available now, online.

This is the last slide before we ask our panel members to join in a conversation with us regarding the VCE Latin revised and reaccredited Study Design. If you wish to contact us in the Languages Unit, please feel free to do so. Catherine Bryant is the other member of our Unit, and our contact information is on this slide for you. And we're happy to be contacted either via phone or via email.

Now we'd like to ask our panel members to join us, and we have some specific questions that relate to the VCE Latin Study Design.

Peter and John, thank you very much again for taking part in this implementation video. Peter, if I could perhaps start with you and ask for your opinion and advice, please.

The Study Design refers to seen and unseen texts. What approach could be taken when choosing seen and unseen texts for the study of the reaccredited and revised VCE Latin study?

**[Peter Mountford]:** I'd like to start if I may, by just making, I think three general points. First, that the course was designed to allow great freedom and flexibility for teachers, particularly obviously in Units 1 and 2. In 3 and 4 there is less freedom, because in Unit 4 we have prescription of a particular text.

We are trying also to allow for the fact that students begin Latin at very different stages in their school life. Some start very early in Year Seven, some in Year Nine, some even later, and we have to try and allow for that in reducing this sort of flexibility.

And the third point I'd like to make is that we've tried very hard, I think, to make Units 1 and 2 a preparation for what will happen in Year 12. So, what's the difference between seen an unseen text? Well, again, it will depend very much on what teachers decide to use as a course.

The two most popular courses for Latin in this State are the Cambridge Latin course and the Oxford Latin course, and these are readily available and there are of course for each of the stages, teacher guides, which are very helpful for those who are new to teaching Latin and might find things a little bit confronting to start with. So, these courses are well-established, they've been revised, all of them, over the years, to try to make them as relevant as they possibly can be.

So, I think teachers are likely to be working with one of those courses. And depending on where, what level the students are at when they begin Units 1 and 2, students may well be moving on to the Cambridge Anthology which is their set of eight prose and eight verse authors, selections from, and the Oxford Reader, which has a selection of both prose and verse authors. And that's going to dictate the way in which teachers approach the course.

All Latin will be unseen to the students technically when they see it because they don't know what's in front of them and they're going to have to make sense of it. But our distinction in terms of what is seen and what is unseen, is that a student will be working on a seen text.

Let us say in, for example, it might be the historian Nepos, who is a very good starting point as pointed out in the Advice to Teachers. If they're starting with someone like that, that the students are working through the whole of the section on Nepos with the help of their teacher. With regard to unseen passages, we're saying that the student is confronted with a piece of Latin that they've never seen before and they're asked to translate that into English.

Now it could simply be sentences to begin with. Sentences testing particular structures that the teacher makes up, or it could be a passage from another Latin author that has been modified and often it will be necessary for teachers to modify Latin passages just as happens in the exam.

The examination at the end of year almost always has the word adapted in, because we have to make sure that the passage that is provided fits in with the guidelines set down. So teachers may well need to adapt passages. The most important thing I think with choosing unseens is not to go long.

When students do Unit 4, and the examination, they are expected to answer or to translate a passage of about 90 words. That's really quite short. Many books of unseen passages, which are available, which are again in the Advice for Teachers, have passages which are much longer. As teachers could well approach those by using them but translating some of the passage themselves to start with and then get the students to translate the rest.

So seen work is where the students have a text, which they're working on with the help of their teacher. And some of the passages they'll be approaching in an unseen way because they're going to be asked, perhaps for homework, to work through particular lines. But unseen passages are those that are put in front of the student as a task, which is a passage they have not seen before.

**[Maria Dikaiou]:** Thank you. And I think you have touched on this in what you have said previously, but I would like to ask as well. Students transition from reading adapted Latin to reading original Latin passages as we see in Unit 1. How could this transition be approached please Peter?

**[Peter Mountford]:** Well, again, we come to this question of the way in which students have begun. If they've begun at different stages of when they reach Units 1 and 2, they may be more or less ready to go on to actual original Latin. But what we're expecting is that a student will come away from the made-up courses of, for example, Cambridge and Oxford, which have passages which concentrate particularly on a structure.

So, for example, there may be a passage where gerunds are being looked at or another one where participles are being looked at. So that that passage will have been made up by very reputable scholars to include plenty of practise for the students in the particular piece of syntax that they're looking at, or piece of grammar.

Real Latin is not like that. Real Latin is the work of someone who is long, long dead, and they didn't make up their texts with Latin students in the 21st century in mind. So, there is a wide range of content in various pieces of Latin. Some are straightforward, some are much more difficult.

So, introducing students to unseen translation is a gradual process. And it needs to be begun as obviously as early as possible. As I say, it could be just putting a few sentences in front of them that they have to translate to master a particular piece of grammar or syntax.

So that is a valuable exercise but moving on to passages. They needn't at the earliest stage be 90 words. They could be as small as 30 or 40 words. All that it needs is for the students to realise that with the aid of the dictionary and their knowledge that they have of the grammar and syntax, they have to be able to translate a piece of Latin that they haven't seen before.

**[Maria Dikaiou]:** Thank you very much, Peter. John, if I may ask you please now, we referred to Unit 3, Outcome 1 earlier on in the presentation. This is the task that has, for want of a better description, two parts to it, even though it is one Outcome. So how, in your opinion, could this task be approached when preparing teaching and learning activities? That's for Unit 3, Outcome 1.

**[John Ruckfield]:** Good. Thanks. Thanks Maria. So Unit 3, Outcome 1 is where the teachers have chosen a text, a text of their choice. And it's looking at the, I guess, all the nitty-gritty. All those small details, but going from the micro to the macro, looking at some of the big picture of that as well.

So in the past we've done this as a couple of separate tests and teachers might still choose to do this. Teachers might choose to have a separate accidence and syntax test, and then have a content, context and author's purpose test. Or they might combine them to be one test. Both responses, both approaches would be suitable. Both would work quite well. I think the thing about workload for students possibly as having it as one test might be a bit kinder, but that's going to be a decision that teachers can make.

What we were trying to do with this is, is to make sure that students haven't merely memorised a translation, but to see if they actually understand what it is they've been reading about and studying. So, on a grammatical level, how the nuts and bolts of the grammar work. On the content and context, we're naturally separated from the Romans by 2,000 years, they've got a lot of cultural baggage, which we need to unpack if we're to understand something.

It's important that these tests cover the whole of the text that, that the students have been studying. Not just a section of it. The test itself, yes, it will be only a 200-word glimpse of that text, but the whole, it should be done towards the end of the Unit when the whole has been covered. There are no guidelines given on the weighting of it. Teachers might choose to have all four sections of them weighted equally.

There needs to be a mix of simple and medium level and a few hard questions as well in there. There needs to be a few ones which are going to be straightforward and often they'll be the content-based questions. And the context ones will be perhaps a mix of the medium and the more difficult.

The most interesting one to me is the way it was the purpose question, what's the text about? What's the author really getting at? What should we be getting out of this text? And you can have a few different approaches to that one. I like looking at the, what we as 21st century Australians can get, can learn from what an author is telling us from 2000 years ago.

But that's just my particular bias and the angle I like to take. But all of the texts which we're studying are all written with a purpose. There's always some kind of intent behind each one. And that's what we want to give the students the chance to really work at. Maria.

**[Maria Dikaiou]:** Thank you, John. And if we could just now focus perhaps on Unit 4. Outcome 2, Unit 4. As you know, this is an extended response related to the prescribed text. How could this task be approached when preparing teaching and learning activities? Because it is an extended response.

**[John Ruckfield]:** Yeah. I think that for this and for the previous question as well, it really, it starts with really, really good note-taking. And as the class is going through a text, they're going to be taking notes on at least four different levels. On the grammatical, on the content, on the context, or those little references and details, for once you get onto The Aeneid, they're going to look at the literary techniques happening as well, and also the thematic.

So it's important as you're going through the texts in your initial run, that these elements have been brought up with the class and that everyone's keeping really, really good notes. We tend to use Google docs nowadays as a great way of doing it. And the big advantage of that is the students can fill in. They can contribute. In fact, I tend to do nothing. The students will contribute most of the work to that. And we'll end up with a really comprehensive set of documents for the text.

Once we're finished and looking at the themes, and in a way, you can't really get into the themes until you've finished or very close to finished reading the set lines.

A great way to start is with a character guide. So I look at the main characters and there's Dido, Creusa, Turnus, whoever's appearing in a particular book. And students in, perhaps in small groups, can do a character guide on each one. How they appear at the start of the book? In the middle, or towards the end. Where did they change? What are some good quotes to illustrate, to back up the claims the students are making?

You might like to get them to do a closer look, again in pairs or small groups, a closer look at some particular incidents. What is Virgil trying to tell us in the the death of Priam? Or the Helen incident in Book 2, to take two examples. And these are then presented to the rest of the class for note-taking and for discussion.

I'll always do a worked example, where we'll choose a passage, put it up on the board, and as a class we'll do a worked example. Both of the kind of answer we're looking for, but also the right approach. Highlighting things, highlighting key words, annotating the question paper before you even get into writing a response. Roughing out a plan for what you're going to say.

You might want to do things like, some peer marking. Start off by discussing the marking criteria and that'll be on the website as Maria said. Students write an answer but don't put their name on it. Their answers are distributed to the rest of the class randomly. And their peers have got to work out, using the criteria, what mark they would give and what advice they'd give to the student to help them to improve. But there's a huge range of different activities teachers could use to prepare for this kind of assessment.

**[Maria Dikaiou]:** Thank you very much, John. This now comes to the end of this particular implementation webinar or video. May I thank John Tuckfield and Peter Mountford very, very much for your valuable insights into aspects of the VCE revised and reaccredited Latin Study Design. And thank you, too, very much Kylie, for your contribution to this video.

**[Kylie Witt]:** Thank you Maria for your leadership.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2021