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Contents

[Important information 1](#_Toc25049259)

[Introduction 2](#_Toc25049262)

[The Language 2](#_Toc25049263)

[Scope of study 2](#_Toc25049264)

[Rationale 2](#_Toc25049265)

[Aims 2](#_Toc25049266)

[Structure 3](#_Toc25049267)

[Entry 3](#_Toc25049268)

[Duration 3](#_Toc25049269)

[Changes to the study design 3](#_Toc25049270)

[Monitoring for quality 3](#_Toc25049271)

[Safety and wellbeing 3](#_Toc25049272)

[Employability skills 4](#_Toc25049273)

[Legislative compliance 4](#_Toc25049274)

[Assessment and reporting 5](#_Toc25049275)

[Satisfactory completion 5](#_Toc25049276)

[Levels of achievement 5](#_Toc25049277)

[Authentication 6](#_Toc25049280)

[Cross-study specifications 7](#_Toc25049281)

[Unit 1: Reading Latin 13](#_Toc25049288)

[Area of Study 1 13](#_Toc25049289)

[Area of Study 2 13](#_Toc25049292)

[Area of Study 3 14](#_Toc25049295)

[Assessment 15](#_Toc25049298)

[Unit 2: Reading original Latin, including poetry 16](#_Toc25049299)

[Area of Study 1 16](#_Toc25049300)

[Area of Study 2 17](#_Toc25049303)

[Area of Study 3 17](#_Toc25049306)

[Assessment 18](#_Toc25049309)

[Unit 3: A Latin prose author or Latin poet 19](#_Toc25049310)

[Area of Study 1 19](#_Toc25049311)

[Area of Study 2 20](#_Toc25049314)

[School based assessment 20](#_Toc25049317)

[External assessment 21](#_Toc25049319)

[Unit 4: Latin epic poetry 22](#_Toc25049320)

[Area of Study 1 22](#_Toc25049321)

[Area of Study 2 22](#_Toc25049324)

[School based assessment 23](#_Toc25049327)

[External assessment 24](#_Toc25049329)

Important information

Accreditation period

Units 1–4: 1 January 2022 – 31 December 2026

Implementation of this study commences in 2022.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online the Advice for teachers, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

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

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) is available on the VCAA website.

Introduction

The Language

The language to be studied and assessed is Latin.

Scope of study

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society.

Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in the Latin texts.

Rationale

The study of Latin provides students with a key to the literature, history and culture of the Roman world. Through the study of a variety of original texts, including historical, philosophical and mythological writing, students acquire a knowledge and appreciation of ancient life and culture.   
All these works introduce students to the historical, cultural, philosophical and mythological basis   
of the Roman world. The works introduce students to Roman ideas, such as the virtue *pietas* and the concept of fate. They also focus the attention on human conditions, such as slavery, freedom, wealth, poverty, the use and abuse of military power, duty, devotion, love, anger; conditions which are still so relevant in our own world.

The translation of Latin prose and poetry into fluent English and an understanding of the ideas underlying the works demand analytical skills and critical thinking. Many words in the English language are derived from Latin and therefore English vocabulary is enhanced by studying Latin. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve skills in English and other languages.

Aims

This study enables the student to:

* understand Latin texts
* understand Latin word order and sentence structure
* understand Latin use of grammar and syntax
* identify stylistic conventions used in Latin texts and their literary effects
* understand the ideas underlying Latin texts and their relationship to social, cultural, historical and mythological contexts
* develop an understanding of the enduring significance of the works of Roman writers
* analyse and evaluate the works of Latin writers
* make connections between Latin and English or other Romance languages
* develop general cognitive and analytical skills and an ability to think critically.

Structure

The study is made up of four units.

Unit 1: Reading Latin

Unit 2: Reading original Latin, including poetry

Unit 3: A Latin prose author or Latin poet

Unit 4: Latin epic poetry.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3   
and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final   
two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

VCE 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.

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 announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE 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*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

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 the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory)   
or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE 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.

Authentication

Work related to the outcomes of each unit 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 [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

The specifications for Latin comprise grammar; literary, stylistic and structural techniques; vocabulary; and seen texts. They are common to all four units of the study, and 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. This provides the opportunity for students to build upon what is familiar, as well as to develop knowledge and skills in new and more challenging areas.

Grammar – accidence and syntax

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

Verbs

The four regular conjugations and the mixed conjugation

Deponent and semi-deponent verbs

The irregular verbs *eo*, *fero*, *fio*, *malo*, *nolo*, *possum*, *sum*, *volo* and common compounds

Defective verbs – *inquam*, *coepi*, *memini*, *odi*, *novi*

Indicative, imperative and subjunctive moods

Present, future, imperfect, perfect, future perfect, pluperfect tenses in both active and passive voices

Participles

Gerunds and gerundives

Supine

Syncopated forms of the perfect and pluperfect.

3rd person plural perfect ending in – *ere*

Infinitives as subject, object, complement, the prolative infinitive and historic infinitive

Impersonal verbs: *accidit*, *decet*, *licet*, *miseret*, *oportet*, *paenitet*, *placet*, *pudet*, *videtur*, the expressions *necesse est* and *accidit ut* and verbs expressing weather

Impersonal passives of intransitive verbs such as *pugnatum est*, *ventum est*

Adverbs

Regular and common irregular adverbs, including ablatives of nouns used as adverbs such as *forte*

Positive, comparative and superlative degrees

Nouns

The five declensions

Masculine, feminine, neuter and common genders

Irregular nouns: *bos, deus, domus, Iuppiter, vis.*

Indeclinable nouns such as *fas, nefas*

Nouns with plurals only: *angustiae, artus, castra, divitiae, hiberna, insidiae, indutiae, liberi, maiores, minae, moenia, tenebrae*

Nouns with different meanings in singular and plural: *auxilium, copia, finis, gratia, impedimentum, littera, opem, vis*

Adjectives

Regular adjectives: positive, comparative and superlative degrees

Irregular adjectives: *dives, pauper, vetus*

Comparative and superlative degrees of: *bonus, magnus, malus, multus, parvus, difficilis, facilis, humilis, similis*

Comparatives: *inferior, prior, propior, superior* and superlatives: *infimus/imus, primus, proximus, supremus/summus*

Possessive adjectives

Pronouns and pronominal adjectives

Demonstrative pronouns

Determinative pronouns: *is, idem, ipse* (emphatic)

Personal pronouns

Interrogative pronouns

Reflexive pronouns

Indefinite pronouns: *aliquis, quidam, quis* (with *ne, si, nisi, num*), *quicumque, quisque, quisquis,* *ceteri, nonnulli, reliqui* and the negatives *nemo, nihil*

Relative pronouns

Pronominal adjectives: *alius, alter, neuter, nullus, solus, totus, ullus, uter*

Case

Nominative: subject and complement

Vocative

Accusative: direct object, double accusative, time and space, motion towards, with prepositions, of exclamation

Genitive: possessive, partitive, descriptive/quality, characteristic, objective, of value, with common adjectives, with common verbs

Dative: indirect object, advantage or disadvantage, possessive, predicative, of the agent with gerundives, of purpose, with common verbs and adjectives

Ablative: agent, instrument, manner, cause, comparison, quality, price, absolute, separation, respect, time and place, measure of difference, of origin, with prepositions, with common adjectives, such as *dignus, indignus, fretus, praeditus* and common verbs, ablative of the supine with some adjectives

Locative: for the names of places, *domi, humi, ruri*

Prepositions: with accusative and ablative; *causa* with the genitive

Numerals: cardinal, ordinal (1st to 10th); Roman numerals; numeral adverbs (1–3); distributive numerals (1–3) the declension of *unus, duo, tres* and *ambo* (both)

Sentence and phrase types

Direct statements

Indirect statements (accusative and infinitive)

Direct questions, including the subjunctive used for a deliberative question

Indirect questions

Direct commands: present imperative; present subjunctive (Jussive); *noli/te* with the infinitive;   
*ne* with the present subjunctive

Indirect commands

Direct wishes (with or without *utinam*)

Indirect wishes (verbs of fearing)

The subjunctive used in subordinate clauses in indirect speech (*oratio obliqua*)

Purpose clauses, including the use of the relative with the subjunctive and *quo* replacing *ut* when the clause contains a comparative, and the supine after verbs of motion

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 (characteristic or generic)

Ablative absolutes

Gerunds and gerundives: with *ad* or *causa* to express purpose; to express obligation; uses with the gentive, 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.

Literary, stylistic and structural techniques

Poets, such as Virgil, Horace, Catullus and Ovid, do not simply rely on the metre of their poetry   
for effectiveness. They also rely upon their use of words, not just for the shades of meaning which words give, but also for the way in which words can be structured within their poetry. Prose authors, such as Cicero, also make great use of these techniques.

These poets and writers use words to bring extra focus to their characters and to create atmosphere, mood or tone:

* anger
* despair
* humour
* indignation
* pathos (feelings of pity or sympathy)
* serenity.

Use of words for sound effects:

* alliteration: the repetition of a consonant or similar sounding consonants (e.g. dentals), at the beginning of and/or within words close to each other
* assonance: the repetition of vowel/syllable sounds in words close to each other
* onomatopoeia: a word whose sound reflects its meaning.

Use of words to create images:

* allusion: a literary, historical or mythological reference
* metaphor: a figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or make a comparison
* simile: the likening of one thing to another.

Use of the position of words and the structure of sentences for emphasis, contrast or variety or to meet the needs of the metre (also known as figures of form):

* asyndeton: the omission of conjunctions where they would naturally occur
* chiasmus: the use of similar pairs where the order of the second pair reverses that of the first – the pairs could be words, parts of speech, phrases, letters or sounds in the format abba
* enclosed word order: words in agreement surround a word or words
* hyperbaton: the intentional dislocation of word order, often by delaying the positioning of a word or words from where they would be expected
* juxtaposition: placing words next to each other to enhance their effect – such juxtaposition could be antithesis (contrasting words/ideas) or oxymoron (contradictory words/ideas)
* repetition: the repetition of a word or words, such as polpytoton; this includes anaphora: the repetition of a word or cognate words at the start of phrases or clauses
* tricolon: a series of three phrases, clauses or sentences on a related topic, often, but not always, of increasing length
* interlocked word order (synchisis): interlocking words or phrases, typically nouns with their adjectives
* enjambment: in verse, the completion of a sentence at the start of the following line rather than within the line.

Use of figures of sense (tropes):

* aposiopesis: a speaker breaks off without completing the sentence
* 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. when Turnus addresses   
  his spear in Book 12 or Dido addresses the relics of Aeneas in Book 4)
* exaggeration (hyperbole): a deliberate overstatement of the facts to make a point
* hendiadys: the use of two nouns to express one idea
* irony: a statement of apparent fact with the clear intention of indicating the opposite
* litotes: the use of understatement with a negative to emphasise meaning
* metonymy: the use of a related word instead of the word, e.g. Mars (the god of war) instead   
  of war
* paradox: an apparently contradictory statement which is making a point
* personification: treating a thing or idea as a person
* synecdoche: using part of a thing to represent the whole thing, e.g. ‘sail’ for ‘ship’
* transferred epithet (hypallage): an adjective transferred from the noun to which it should apply to an accompanying noun.

Use of narrative techniques and narrative content:

* speeches, including dialogues and monologues
* councils
* debates/arguments
* rhetorical questions
* journeys
* storms
* battles/duels/ aristeia
* 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 syllable followed by a short syllable (sixth foot only)
* elision: occurs when a word ending in a vowel or a vowel + m is followed by a word beginning with a vowel or h. The last syllable of this first word is not scanned.
* caesura: occurs when there is a break between two words in any foot.  
  The main caesura, which may have been used as a breathing pause in the line, usually comes after the first syllable of the third foot, but can also be in other positions, such as after the second syllable of a dactyl in the third foot or after the first long syllable in the second or fourth foot. Students should be able to indicate one of these positions as the main caesura.
* diairesis: occurs when the end of a word coincides with the end of a foot.

Students need to know the rules about length of syllables. They need to be aware that some lines contain irregularities, such as arsis, hiatus and synizesis. They also need to be familiar with the use of hypermetric lines, a spondee in the fifth foot, and monosyllabic endings to a line and unfinished lines. Students should be able to use their knowledge of the length of syllables to calculate the length of the last syllable in the line (often referred to as *anceps*). For example, a line ending in –*que* must have a trochee not a spondee (e.g. *Aeneid* 1.89). Students should be able to recognise enjambment and to identify its purpose. They should be able to comment on the way in which the poet uses metre to achieve a particular effect, for example the use of many short syllables to give a sense of speed.

Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading.

When studying seen texts, it is expected that teachers will assist students in building dictionary skills, enabling them to locate not only the basic meaning of words, but to choose the most appropriate use of the word in a given passage. Students will need to be taught common abbreviations used in dictionaries, such as *mil.* for military and *vi* for intransitive verbs.

Dictionaries

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

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 the *Advice for teachers*. The [prescribed seen texts](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Latin/Pages/Index.aspx) are published on the study page for Latin on the VCAA website.

Over the course of Units 3 and 4, a minimum of 1000 lines should be studied overall, drawn from the works of at least two different authors. The prescribed seen text is the focus of study in Unit 4; a text or texts by at least one other author must be selected for study in Unit 3.

Unit 1: Reading Latin

In this unit students transition from reading adapted Latin, such as that contained in the most popular textbooks used in their study so far, to reading original Latin passages. Students have already been introduced to some features of Roman life and society through studied texts. However, original Latin texts introduce students to a more detailed understanding of Roman life and society. Through these literary texts students analyse and evaluate the society under which the Latin writers lived and which they are describing in their works.

Area of Study 1

The transition from adapted Latin to original Latin authors

In this area of study students focus on developing their reading ability to enable a transition from reading adapted Latin, to which they are accustomed, to reading and translating original Latin authors. They increase their understanding of Latin through broadening their comprehension of Latin grammar, sentence structure and vocabulary.

Outcome 1

On completion of this unit the student should be able to read passages of Latin, translate them into fluent English and answer questions on the accidence and syntax of the passages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area   
of Study 1.

Key knowledge

* accidence and syntax, and the range of grammar relevant to the original Latin texts
* the structure of Latin sentences through the introduction of a wide range of dependent clauses
* Latin vocabulary relevant to original Latin texts.

Key skills

* recognise and translate the required accidence and syntax
* recognise and translate a wide range of dependent clauses
* use analytical skills when translating Latin into fluent English
* provide appropriate meanings for Latin words.

Area of Study 2

Understanding the content and context of Latin passages

In this area of study students extend their ability beyond translating Latin to an understanding of the content and context of any passage. They identify the historical, cultural, philosophical and mythological background of the passages, and acknowledge the authors’ intentions.

Outcome 2

On completion of this unit the student should be able to respond to questions on the content and context of a seen passage of Latin.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the content and context of selected Latin passages
* the historical, cultural, philosophical and mythological background of the passages
* the author’s purpose in writing the text.

Key skills

* explain the content and context of a Latin passage
* explain the historical, cultural, philosophical and mythological background of the texts
* apply analytical skills and critical thinking to selected texts
* analyse and evaluate Roman life and society through the works of Latin authors.

Area of Study 3

Translating original Latin

In this area of study students further develop their ability to translate Latin from original authors. The passages of original Latin studied and translated will be chosen by the teacher. Students further extend their understanding of original Latin texts, in particular, sentence structure, word order, vocabulary and grammar.

Outcome 3

On completion of this unit the student should be able to translate passages of original Latin into fluent English and to answer questions on the accidence and syntax of the passages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the sentence structure used by the Latin author
* the word order used by the Latin author
* vocabulary used by the Latin author
* accidence and syntax used by the Latin author.

Key skills

* recognise the sentence structure of the Latin author
* recognise and translate the word order used by the Latin author
* recognise and translate the accidence and syntax used by the Latin author
* use analytical skills to translate Latin into fluent English.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* Translations of seen passages of Latin with a focus on accuracy
* Translations of unseen passages of Latin
* Manipulation exercises
* Sets of questions on accidence and syntax
* Translations of sentences from English to Latin
* Responses to sentences requiring changes to accidence and syntax.

Outcome 2

* Sets of questions on content and context
* A report on Roman society as presented by Latin authors
* Responses to content questions on a seen Latin passage.

Outcome 3

* Translations of seen passages of Latin
* Translations of unseen passages of Latin
* Sets of questions on accidence and syntax.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Reading original Latin, including poetry

In this unit students focus on developing their ability to translate Latin prose authors. Students are introduced to the works of Latin poets, such as Catullus, Horace, Virgil and Martial, and become familiar with the grammar, sentence structure, word order and vocabulary used by these authors.

Area of Study 1

Translating Latin

In this area of study students continue to advance their ability to translate Latin prose authors, and begin to read and translate writers of Latin poetry. Suitable prose authors and poets are selected by the teacher.

Outcome 1

On completion of this unit the student should be able to translate a seen passage of both a prose author and a poet, and answer questions on the accidence and syntax of the passages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area   
of Study 1.

Key knowledge

* the sentence structure used by Latin authors of prose and poetry
* the use of word order by Latin authors of prose and poetry
* accidence and syntax used by Latin authors of prose and poetry
* vocabulary used by Latin authors of prose and poetry.

Key skills

* recognise Latin sentence structure
* recognise the use of word order by Latin poets
* translate both Latin prose and Latin poetry into fluent English
* recognise and translate the accidence and syntax, including that of poetry, such as ellipsis
* provide appropriate meanings for Latin words
* use analytical skills when translating Latin.

Area of Study 2

Understanding the author’s purpose and style

In this area of study students are introduced to literary analysis. Students explore the content and context of works, and the writers’ intentions. They consider the texts’ historical, cultural, philosophical and mythological background, the stylistic techniques used and the grammar of the texts.

Outcome 2

On completion of this unit the student should be able to respond to questions on the purpose and style, and accidence and syntax of a seen passage of a Latin author.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the content and context of Latin passages of both prose and poetry
* the author’s purpose in writing the text
* the historical, cultural, philosophical and mythological background of the texts
* the author’s use of stylistic techniques
* the accidence and syntax of Latin passages.

Key skills

* explain the content and context of a Latin passage
* explain the historical, cultural, philosophical and mythological background of the texts
* identify the author’s purpose in writing the text
* identify features of the text that support the underlying theme or purpose
* develop analytical and critical thinking skills
* analyse and evaluate the picture of Roman society provide by the author
* explain the accidence and syntax of a Latin passage.

Area of Study 3

Understanding the scansion of hexameter poetry

In this area of study students focus on developing their understanding of the hexameter, which is the metre of epic poetry.

Outcome 3

On completion of this unit the student should be able to scan the hexameter line and understand how the poet makes use of this metre.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the Latin hexameter
* the way in which poets make use of hexameters.

Key skills

* scan lines of hexameter verse
* distinguish between long and short syllables
* identify and explain the use poets make of hexameters.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* Translations of seen passages of Latin
* Translations of unseen passages of Latin
* Manipulation exercises
* Responses to questions on a passage from an unseen text
* Identification and explanation of words which exemplify forms of accidence and syntax in a seen passage.

Outcome 2

* Sets of questions on literary analysis
* A report on Roman society as presented by the Latin authors.

Outcome 3

* Practice of scansion of hexameters
* Written scansion of a passage of Latin poetry
* Reading aloud of Latin poetry with attention to metre.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: A Latin prose author or Latin poet

In this unit students study the work of a Latin prose author or Latin poet/s of a genre other than epic. They analyse and evaluate the literary quality of the chosen work. Students analyse and evaluate the links between the chosen work and the background of the Roman world, such as the author’s purpose in writing the work, as well as the author’s references to the historical, cultural and philosophical background and, if appropriate, to the mythological background.

Area of Study 1

A Latin prose author or poet/s of a genre other than epic

In this area of study students concentrate on the work/s of a Latin prose author or poet/s of a genre other than epic. The work/s to be studied will be chosen by the teacher.

Outcome 1

On completion of this unit the student should be able to demonstrate knowledge of accidence and syntax and understanding of the content, context and purpose of the chosen work.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the content of the chosen work
* a given passage within the context of the chosen work
* the author’s purpose in composing the chosen work
* the accidence and syntax of the chosen work
* the historical, cultural, philosophical and mythological background of the chosen work.

Key skills

* explain the content of a passage from the chosen work
* identify and explain the accidence and syntax of the chosen work
* relate the background of a passage from the chosen work to the content
* explain the relationship between a passage and the chosen work
* identify and explain the author’s purpose in composing the chosen work
* explain the historical, cultural, philosophical and mythological background of the chosen work
* use analytical skills and critical thinking skills.

Area of Study 2

Unseen translation

In this area of study students focus on the translation of unseen passages of Latin.

Outcome 2

On completion of this unit the student should be able to translate an unseen passage from a Latin prose author.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the structure of Latin prose writing
* the prescribed grammar, both accidence and syntax
* Latin vocabulary.

Key skills

* convey the author’s meaning in fluent English
* identify and translate Latin grammatical constructions accurately
* provide fluent English equivalents for Latin idioms and expressions
* use the most appropriate meaning of Latin words for their context
* use analytical skills.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Demonstrate knowledge of accidence and syntax and understanding of the content, context and purpose of the chosen work. | **25** | 1. Identification of accidence and syntax of words from a seen passage of approximately 200 words.   AND   1. Response to questions on the content, context and purpose of a seen passage of approximately 200 words. |
| **Outcome 2**  Translate an unseen passage from a Latin prose author. | **25** | Translation of an unseen passage of approximately 90 words. |
| **Total marks** | **50** |  |

External assessment

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

Unit 4: Latin epic poetry

In this unit students study Latin epic poetry through prescribed lines of a specified book of Virgil’s *Aeneid.*

Area of Study 1

The content, context and techniques of the *Aeneid*

In this area of study students focus on the content, including the accidence and syntax, and context of the prescribed lines, as well as the literary stylistic and structural techniques of the epic.

Outcome 1

On completion of this unit the student should be able to explain and analyse the content, including the accidence and syntax, and context, as well as the literary, stylistic and structural techniques of the prescribed lines in the *Aeneid*.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the content of the prescribed lines
* accidence and syntax of the prescribed lines
* the prescribed lines in the context of the specified book and the *Aeneid* as a whole
* the literary techniques used in the prescribed lines
* the use of the hexameter by Virgil in the prescribed lines.

Key skills

* explain the content of the prescribed lines
* explain the context of given lines within the prescribed lines of the specified book and/or the *Aeneid* as a whole
* explain the accidence and syntax of the prescribed lines
* explain the historical, cultural, philosophical and mythological background to the prescribed lines
* identify and explain the literary, stylistic and structural techniques used in the prescribed lines
* use analytical and critical thinking skills.

Area of Study 2

The themes and ideas of Virgil’s *Aeneid*

In this area of study students focus on the themes and ideas raised by the prescribed lines and the *Aeneid* as a whole.

Outcome 2

On completion of this unit the student should be able to identify and discuss the issues raised by the themes and ideas of the prescribed lines and the *Aeneid* as a whole.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the themes and ideas of the prescribed lines
* the themes and ideas of the specified book
* the themes and ideas of the *Aeneid* as a whole
* the historical, cultural, philosophical and mythological background of the *Aeneid.*

Key skills

* discuss the themes and ideas of the prescribed lines
* discuss the themes and ideas of the specified book
* discuss the themes and ideas of the *Aeneid* as a whole
* discuss the historical, cultural, philosophical and mythological background of the *Aeneid*
* use analytical and critical thinking skills
* construct an argument.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework 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 mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

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

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Explain and analyse the content, including the accidence and syntax, and context, as well as the literary, stylistic and structural techniques of the prescribed lines in the *Aeneid*. | **25** | Response to questions on a seen passage or passages with a total of approximately 50 lines related to accidence, syntax, content and context, as well as literary, stylistic and structural techniques. |
| **Outcome 2**  Identify and discuss the issues raised by the themes and ideas of the prescribed lines and the *Aeneid* as a whole. | **25** | A 400–500 word extended response  on the themes, ideas and cultural and historical background of the prescribed text. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 2 hours.
* Date: end-of-year, on a date to be published annually by the VCAA.
* VCAA examination rules will apply. Details of these rules are published annually in the   
  [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).
* The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the year prior to implementation of the revised Unit 3 and 4 sequence together with any sample material.