

Latin 2019 v1.0

General Senior External Examination Syllabus

This syllabus is for implementation in 2019.

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1 Course overview

1.1 Introduction

1.1.1 The language

The language to be studied and assessed is Latin, and is defined as the language of the literature from the Classical period c. 100 BCE to c. 100 CE.

1.1.2 Rationale

The study of Latin provides candidates with access not only to the culture, thought and literature of Ancient Rome but also to the continuing influence of Latin on languages, cultures, literatures and traditions. The study of Latin offers specific training in qualities considered desirable for both personal and professional development.

History of the Latin language

Latin was the language of the Roman people, who established a civilisation and an empire, and whose literature was regarded as a model by later generations.

Through Roman conquest, the Latin language grew to be the dominant language in many areas of the world. It provided the basis for the languages that developed in these areas, including Italian, French, Spanish, Portuguese and Romanian.

The Latin language was adopted by Western Christianity and became the language of learning and culture. For many centuries Latin was the language of scholarship, philosophy and science. Because all educated people learnt Latin, it served as the international language for scholarship, and still provides much of the technical terminology for science and law. A course in Latin, therefore, gives candidates a solid background in the vocabulary of a range of academic disciplines.

Legacy of the Romans

The Romans produced a wide variety of texts, ranging from private letters to national epics. Latin literature is of historical interest, allowing us to understand the Romans — their interests, beliefs and values. However, Latin literature also has a universal appeal, exploring themes that are still relevant today. These texts can only be appreciated fully by reading them in the original Latin and experiencing the language and style of the Romans.

The influence of Latin literature can be seen in later Western literature, which contains a wealth of references to Roman mythology, history and writing, and whose forms are a direct development of Latin genres.

The Romans also defined the shape of Western institutions as they exist today. The cultures of the Romans, Greeks and Hebrews form the three cornerstones of Western civilisation — they provide the intellectual, political, institutional, social, administrative and religious origins of Western culture.

The study of Latin helps candidates appreciate the significance of Western civilisation, its origins and its contribution to Australia's cultural identity.

Value of the Latin language

The study of Latin has great value in helping candidates develop an understanding of language. The very nature of the Latin language — with its inflections, its word order and its strict attention to relationships between words and sentences — compels candidates to think seriously about language in general. The capacity to translate and articulate in one's own language the thoughts, ideas and actions in another language is a mental discipline in the study of language and communication.

In an English-speaking country the benefits of learning Latin are enhanced by the fact that the Latin language significantly influenced the development of English. A background in Latin expands candidates' English vocabulary and improves comprehension and use of English grammar. English vocabulary is strengthened through the study of the Latin origins of English derivatives. Candidates may find that their work in Latin will help them in writing papers, studying, understanding the hidden meanings behind words, and personal expression.

The study of the Latin language also gives candidates an advantage in learning other foreign languages because they have enhanced their familiarity with grammatical terminology and complex linguistic structures.

In studying Latin, candidates explore social, moral and political value systems and the way in which Roman concepts have influenced Western ways of thinking. The study of the Latin language and the subsequent exploration of Latin prose and verse provides candidates with a singular opportunity for the pursuit of a liberal education.

Assumed knowledge, prior learning or experience

This syllabus is designed for candidates who wish to study Latin as an additional language and who have studied the P–10 Australian Curriculum: Framework for Classical Languages — Latin or similar. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Pathways

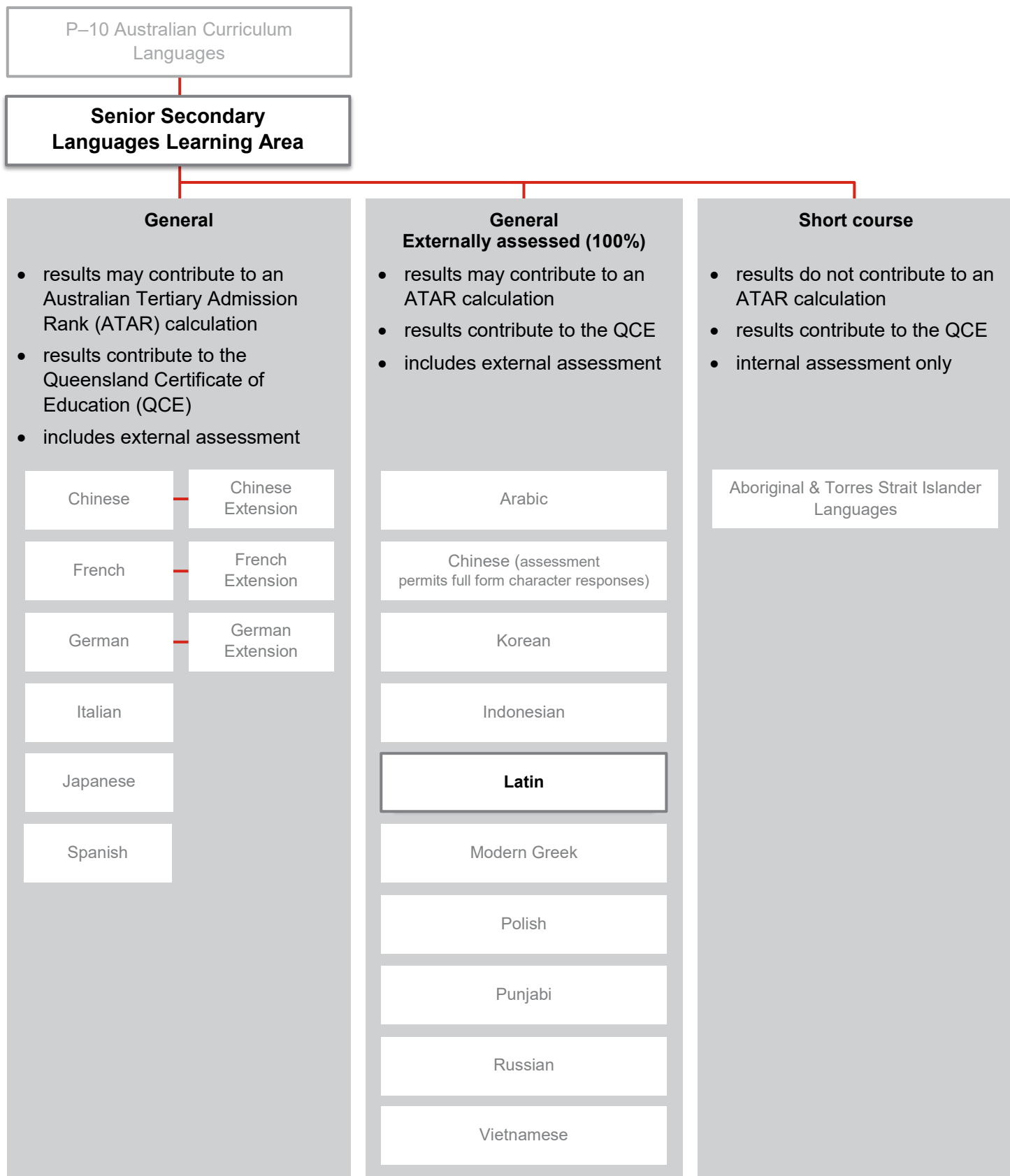
Latin is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Latin can establish a basis for further education and employment in many professions and industries.

In particular, the study of Latin provides candidates with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Courses in Classics, Ancient History and Archaeology, from undergraduate studies through to postdoctoral research, have direct links with the study of Latin. Studying Latin vocabulary, language and literature links with tertiary courses in literature, linguistics, languages (English and languages other than English), medicine, the sciences and law. The underpinning factors developed in the study of Latin provide components valued in a range of industries.

1.1.3 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.4 Course structure

Latin is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4.

Units 1 and 2 provide foundational learning, which allows candidates to experience all syllabus objectives and begin engaging with authentic Latin literature.

These units provide candidates with opportunities to read original Latin texts, developing the skills needed to study the prescribed texts in Units 3 and 4 and to translate unseen texts. Candidates extend their vocabulary, consolidate their language skills and study additional linguistic features. They also begin to appreciate the purpose and point of view of different authors and their effective use of language.

It is expected that candidates should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

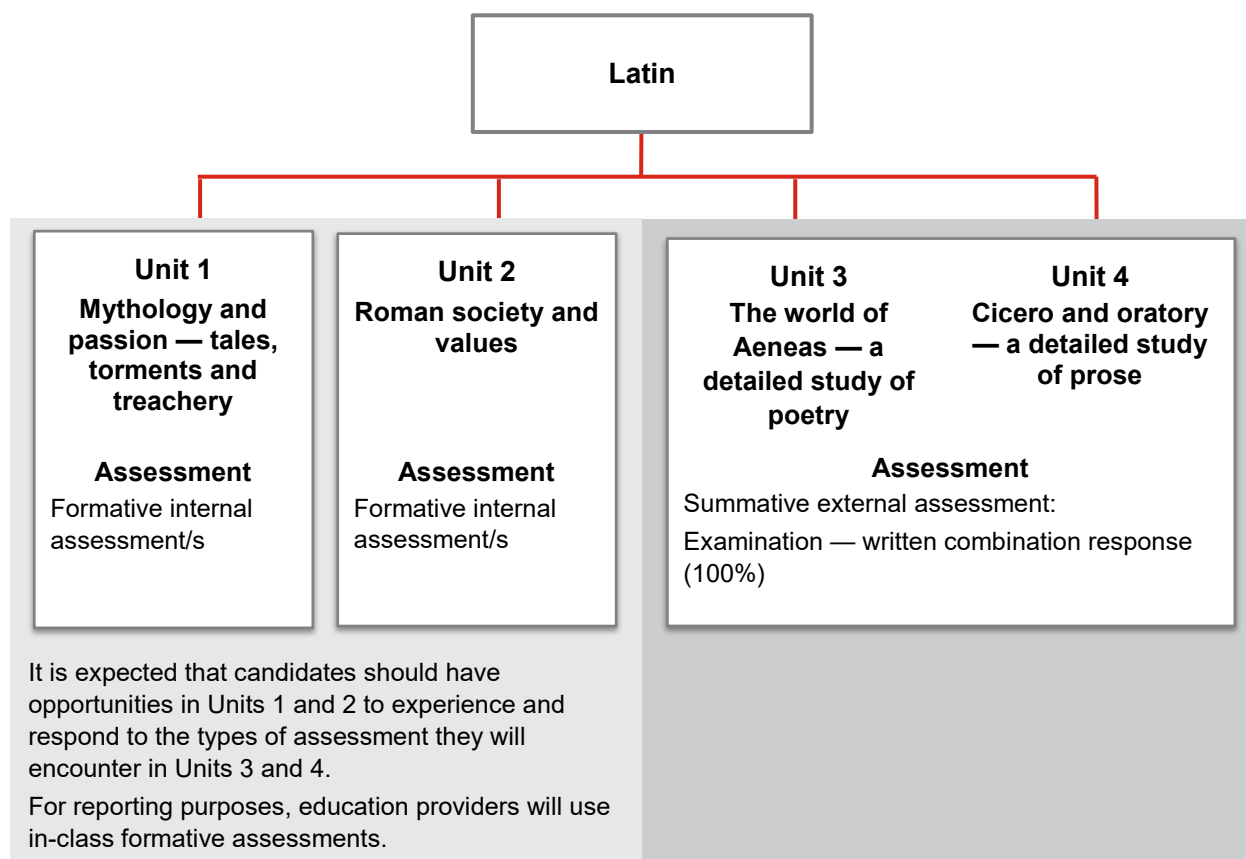
Units 3 and 4 consolidate candidate learning. These units allow candidates to apply and extend their knowledge and skills through a detailed study and analysis of two prescribed texts — one verse and one prose. Candidates apply their linguistic skills and their familiarity with Latin literature to independently translate unseen passages of original Latin text.

Only the result from the external assessment conducted at the completion of Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning. Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what candidates have the opportunity to learn. Assessment provides evidence of how well candidates have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Candidates are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, candidates will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. understand seen and unseen texts written in the original Latin	•	•	•	•
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts	•	•	•	•
3. understand the prescribed texts as works of literature in terms of the author's purpose	•	•	•	•

1. understand seen and unseen texts written in the original Latin

When candidates understand seen and unseen texts written in the original Latin, they apply knowledge of vocabulary and grammar, infer the meaning of words or phrases from common patterns of word formation and from context, and translate into clear English using words appropriate to the context.

2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts

When candidates understand the linguistic and stylistic features and the cultural references in prescribed Latin texts, they identify, explain and analyse grammatical features; identify, explain and analyse stylistic features and their contribution to the literary effect achieved in the extract; identify metrical features of dactylic hexameters; identify, explain and analyse the context of an extract; and identify, explain and analyse the cultural, historical and religious references of an extract.

3. understand the prescribed texts as works of literature in terms of the author's purpose

When candidates understand the prescribed texts as works of literature in terms of the author's purpose, they identify and discuss Roman ideas, beliefs and arguments as revealed in the prescribed texts; identify and discuss the structure and literary qualities of the prescribed texts; and identify and discuss specified thematic focus areas in the prescribed texts.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Latin content
- numeracy — the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help candidates live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, candidates should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Latin

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in and about Latin. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Latin is essential for candidate achievement. It also helps in developing the necessary cultural literacy to be able to understand and appreciate Roman culture — to know and understand, for example, cultural allusions, historical references, idiomatic expressions, names and places.

Candidates need to learn and use the knowledge and skills of reading and listening to understand the Latin language. They need to learn and use the knowledge and skills of writing and translating to convey information and ideas effectively in Latin. Effective communication also requires knowledge of accurate punctuation, spelling conventions and written conventions.

Studying Latin broadens candidates' understanding of English, and gives candidates an advantage in studying other foreign languages.

To understand and use literacy skills in Latin, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Latin texts
- understanding the ideas contained in a Latin text
- applying linguistic skills and familiarity with Latin literature in translating passages of original Latin text.

To analyse and evaluate Latin texts, teaching and learning strategies include:

- understanding how language works at the level of grammar
- analysing the ways language is used to convey ideas and information in Latin texts
- exploring the ideas of a Latin text in its social, cultural, historical and religious context
- recognising connections between Latin and English or other languages
- drawing conclusions about the purpose and audience of Latin texts

- using Latin to convey ideas and information in particular ways to suit audience and purpose.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter for Latin.

Numeracy in Latin

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use numeracy skills in Latin, teaching and learning strategies include:

- identifying specific mathematical information in Latin texts
- appreciating and understanding chronology, including 'negative' numbers in dates BCE
- providing learning experiences and opportunities that support the application of candidates' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> • analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility 	creative thinking	<ul style="list-style-type: none"> • innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	<ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences 	collaboration and teamwork	<ul style="list-style-type: none"> • relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	<ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding 	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Latin helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter for Latin.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland educational settings should provide opportunities for candidates to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal candidates and Torres Strait Islander candidates are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing candidate achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, candidates learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For students of Latin, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

Students of Latin will discover that Aboriginal languages and Torres Strait Islander languages have complex syntaxes somewhat like Latin. They will also find similarities between Roman, Aboriginal, and Torres Strait Islander cultures in the respect these cultures have for tradition and antiquity in building a society.

When teaching Latin, teachers should consider the context of the local area and community. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made.

1.2.4 Pedagogical and conceptual frameworks

Through engagement with a range of original Latin texts, candidates demonstrate cognitive, analytical and learning facility, and a capacity to understand and translate Latin texts.

The teaching and learning experiences for Latin should encompass a variety and range of modes, media and formats, and a wide reading of Latin authors. This will ensure that candidates are effectively engaged in exploring and assimilating the ideas of Latin texts in their social, cultural, historical and religious contexts; exploring their own culture/s through the study of Roman culture; and recognising how ideas and beliefs of the Classical period have influenced subsequent societies.

Teaching and learning experiences should support candidate engagement with Latin, which is meaningful when teaching and learning experiences allow for:

- identification of information, ideas, grammatical items and textual elements
- retrieval of knowledge of language elements, grammatical features and textual conventions to understand and translate texts
- consideration of context and cultural conventions to construct and engage with a range of written texts
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas
- use of linguistic, textual and cultural knowledge to analyse texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to Latin texts.

Education providers or candidates should develop learning experiences that allow candidates the opportunity to:

- read and analyse texts
- translate texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Education providers or candidates develop a course of study that balances learning and assessment so that candidates can easily move between the experiences in an educational setting and assessment of those experiences.

Use of dictionaries

Candidates should be encouraged to develop skills in using dictionaries in class and for private preparation. Dictionaries are an important tool in the acquisition of an additional language. Knowing how to use a dictionary is a necessary skill for learners of an additional language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a candidate.

While there is no prescribed vocabulary list, it is expected that candidates will be familiar with the vocabulary contained in the prescribed texts.

Dictionary use is permitted in the summative external assessment. Education providers or candidates can determine the dictionary to be used for formative assessments.

1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for candidates' learning and engagement with Latin. It is particular to each unit in the course of study and provides the basis for candidates' learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the candidate is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

Learning Latin

Learning Latin involves knowledge and appreciation of the following three components:

- the Latin language
- Latin literature, leading to in-depth study of works by Virgil and Cicero
- Roman culture.

Use of Latin literature in learning Latin

In learning Latin, candidates study Latin literature as examples of authentic use of language. They should aim for a good speed of reading and to cover a reasonable quantity of material of increasing complexity.

Where possible, all reading material should be authentic Latin. Medieval writers provide easier stories, which could make the transition to Classical authors easier.

Candidates should be able to understand the gist of a passage and specific details from the text, and make logical inferences. They should also appreciate tones such as humour and sarcasm.

While candidates may have difficulty translating and comprehending authentic unseen Latin passages at the beginning of the course, by the end of the course they should be able to engage with unseen passages drawn from familiar authors.

Roman culture

Language and culture are inseparable. A study of the Latin language is incomplete without an understanding of Roman life and customs, and the background against which Latin literature was set. Candidates should be encouraged to ask questions about the subject matter of their reading, seek further information, make cultural comparisons, and engage in discussion on the characteristics of human behaviour and relationships. Wherever possible, Roman culture should be related to a candidate's life experience. Candidates should be encouraged to research their own areas of interest individually or in groups.

Organisation of subject matter

Subject matter in this syllabus is based on the study of original Latin texts and organised as units and possible topics.

Candidates will be required to study the texts in order to develop skills in understanding the language, and in analysing and evaluating Latin literature. The texts chosen should allow candidates to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of the Latin language and they will allow candidates to experience a variety of stylistic features and literary effects.

Texts for Units 1 and 2

The study of texts in Units 1 and 2 enables candidates to read and enjoy Latin literature in the original language of the texts and develops the skills needed to study the prescribed texts in Units 3 and 4. Candidates extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Australian Curriculum: Framework for Classical Languages — Latin. Candidates also begin to appreciate the purpose and point of view of different authors and their effective use of language.

Candidates study a selection of extracts from a variety of texts. Any author from the period c. 100 BCE to c. 100 CE may be studied, as long as the extract is not drawn from the book of Virgil's *Aeneid* or the speech by Cicero prescribed for study in the following year.

Suggested authors are Caesar, Catullus, Cicero, Livy, Martial, Ovid, Pliny the Younger, Tacitus and Virgil.

Works might include:

- Caesar: *de Bello Gallico* (the Gallic Wars); *de Bello Civili*
- Catullus: *Poem 64* (Ariadne and Theseus); *Carmina* (selections)
- Cicero: *Pro Cluentio*
- Martial: *Epigrammata*, twelve books of short poems
- Ovid: *Metamorphoses*
- Pliny the Younger: *Epistulae* (selections)
- Tacitus: *Dialogus de oratoribus*; *De origine et situ Germanorum*.

Texts for Units 3 and 4

Prescribed texts in Latin provide the focus of Units 3 and 4. In order to enhance their understanding of each text as a whole, candidates will also read a specified translation of the entire book or speech. Each year one verse text and one prose text will be prescribed for study.

Each year specified thematic focus areas will be prescribed for each of the prescribed texts. These focus areas will provide a list of three to five themes that form the focus of study of the content and references in the texts.

Canon

- Virgil's *Aeneid*
- Cicero's forensic speeches: *Pro Archia Poeta Oratio*; *In Catilinam 1*; *Pro Roscio Amerino*; *Pro Caelio*

Rotation of texts

Each text will be prescribed for three consecutive years. The change of verse and prose texts will not occur in the same year.

Information about the current prescriptions is available on the NSW Education Standards Authority (NESA) website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions>.

For each verse text, approximately 380 lines of Latin will be prescribed for study. For prose texts, the prescription will be approximately 2500 words. The remainder of the book/speech is to be read in English. Three specified thematic focus areas will be set for each of the texts. These will form the focus of study of the content and references in the texts.

For each prescribed text, candidates will:

- read in Latin the prescribed lines for translation, and comment on grammatical features; stylistic features; context and cultural references; specified thematic focus areas; ideas, beliefs and arguments; and the author's purpose and point of view
- read an English translation of the entire book or speech for analysis of the specified thematic focus areas; the ideas, beliefs, practices and arguments; and the author's purpose and point of view.

Latin prescriptions for 2018–2023

Prescription for 2018: Prose

Text: Cicero, *Pro Archia*

Prescribed text and recommended commentary: Cerutti, SM (ed.) 2006, *Cicero: Pro Archia Poeta Oratio*, Bolchazy-Carducci Publishers, Illinois, USA

Prescribed lines	Focus areas
Sections 5–30 for translation and comment	<ul style="list-style-type: none">• Cicero's portrayal of character• Cicero's appeal to Roman values• Cicero's language, style and rhetorical technique

The whole of the *Pro Archia* is to be read in English translation.

Prescription for 2018: Verse

Text: Virgil, *Aeneid 2*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–297, 730–804 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• The role of destiny• Virgil's depiction of pathos

The whole of *Aeneid 2* is to be read in English translation.

Prescription for 2019: Prose

Text: Cicero, *Pro Archia*

Prescribed text and recommended commentary: Cerutti, SM (ed.) 2006, *Cicero: Pro Archia Poeta Oratio*, Bolchazy-Carducci Publishers, Illinois, USA

Prescribed lines	Focus areas
Sections 5–30 for translation and comment	<ul style="list-style-type: none">• Cicero’s portrayal of character• Cicero’s appeal to Roman values• Cicero’s language, style and rhetorical technique

The whole of the *Pro Archia* is to be read in English translation.

Prescription for 2019: Verse

Text: Virgil, *Aeneid 1*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–156, 305–440, 657–722 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• The role of the gods• Virgil’s language, style and narrative technique

The whole of *Aeneid 1* is to be read in English translation.

Prescription for 2020: Prose

Text: Cicero, *Pro Archia*

Prescribed text and recommended commentary: Cerutti, SM (ed.) 2006, *Cicero: Pro Archia Poeta Oratio*, Bolchazy-Carducci Publishers, Illinois, USA

Prescribed lines	Focus areas
Sections 5–30 for translation and comment	<ul style="list-style-type: none">• Cicero’s portrayal of character• Cicero’s appeal to Roman values• Cicero’s language, style and rhetorical technique

The whole of the *Pro Archia* is to be read in English translation.

Prescription for 2020: Verse

Text: Virgil, *Aeneid 1*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–156, 305–440, 657–722 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• The role of the gods• Virgil’s language, style and narrative technique

The whole of *Aeneid 1* is to be read in English translation.

Prescription for 2021: Prose

Text: Cicero, *In Catilinam 1*

Prescribed text and recommended commentary: Dyck, AR (ed.) 2008, *Cicero: Catilinarians*, Cambridge University Press, UK

Prescribed lines	Focus areas
Sections 1–23 for translation and comment	<ul style="list-style-type: none">• Cicero’s portrayal of character• Cicero’s appeal to Roman values• Cicero’s language, style and rhetorical technique

The whole of *In Catilinam 1* is to be read in English translation.

Prescription for 2021: Verse

Text: Virgil, *Aeneid 1*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–156, 305–440, 657–722 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• The role of the gods• Virgil’s language, style and narrative technique

The whole of *Aeneid 1* is to be read in English translation.

Prescription for 2022: Prose

Text: Cicero, *In Catilinam 1*

Prescribed text and recommended commentary: Dyck, AR (ed.) 2008, *Cicero: Catilinarians*, Cambridge University Press, UK

Prescribed lines	Focus areas
Sections 1–23 for translation and comment	<ul style="list-style-type: none">• Cicero’s portrayal of character• Cicero’s appeal to Roman values• Cicero’s language, style and rhetorical technique

The whole of *In Catilinam 1* is to be read in English translation.

Prescription for 2022: Verse

Text: Virgil, *Aeneid 4*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–197, 279–412, 584–629 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• Dido as a tragic heroine• Virgil’s language, style and narrative technique

The whole of *Aeneid 4* is to be read in English translation.

Prescription for 2023: Prose

Text: Cicero, *In Catilinam 1*

Prescribed text and recommended commentary: Dyck, AR (ed.) 2008, *Cicero: Catilinarians*, Cambridge University Press, UK

Prescribed lines	Focus areas
Sections 1–23 for translation and comment	<ul style="list-style-type: none">• Cicero’s portrayal of character• Cicero’s appeal to Roman values• Cicero’s language, style and rhetorical technique

The whole of *In Catilinam 1* is to be read in English translation.

Prescription for 2023: Verse

Text: Virgil, *Aeneid 4*

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Virgil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Prescribed lines	Focus areas
Lines 1–197, 279–412, 584–629 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• Dido as a tragic heroine• Virgil’s language, style and narrative technique

The whole of *Aeneid 4* is to be read in English translation.

Grammar

Grammar is the organisation of, and relationship between, all of the elements that constitute a language as it functions. It is assumed that candidates will already have acquired a significant understanding of the function of grammar through prior study of Latin.

During the course of their studies, candidates should master the terminology of grammatical features. This not only adds to their understanding but also equips them to communicate their understanding succinctly and provides them with a basis for the efficient learning of other languages.

The syllabus provides the mandatory grammatical features for Latin. Grammatical features include forms, usage and constructions. A working knowledge of these elements supports candidates in learning the subject matter.

Candidates will be exposed to the grammatical features across Units 1 and 2 of the course of study. Learning experiences across the four units will provide the opportunity for candidates to acquire language capacity using these grammatical features. Candidates will then be required to demonstrate their capacity to identify and explain these features.

In the grammatical features below, examples of sentences or phrases in Latin are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other language elements and structures may be added.

The following grammatical features are those that candidates are expected to analyse and recognise.

Grammatical features

Grammatical form	Examples in Latin
Adjectives	
<ul style="list-style-type: none"> • all cases • all genders • regular • irregular • regular comparison <ul style="list-style-type: none"> – positive – comparative – superlative • irregular comparison • possessive • demonstrative • interrogative • numerical <ul style="list-style-type: none"> – ordinal 1st–20th – cardinal 1–100 • emphatic 	<p><i>latus, pulcher, miser, celer, fortis, audax</i></p> <p><i>solus, totus, ullus, nullus, alius, alter, uter</i></p> <p><i>latus, pulcher, audax</i></p> <p><i>latior, pulchrior, audacior</i></p> <p><i>latissimus, pulcherrimus, audacissimus</i></p> <p><i>bonus, malus, magnus, parvus, multus, multi</i></p> <p><i>difficilis, facilis, similis, dissimilis, gracilis, humilis</i></p> <p><i>meus</i></p> <p><i>ille, hic, iste</i></p> <p><i>qui, qualis</i></p> <p><i>primus</i></p> <p><i>unus</i></p> <p><i>ipse</i></p>
Adverbs	
<ul style="list-style-type: none"> • regular comparison <ul style="list-style-type: none"> – positive – comparative – superlative • irregular comparison <ul style="list-style-type: none"> – positive – comparative – superlative 	<p><i>late, celeriter</i></p> <p><i>latius, celerius</i></p> <p><i>latissime, celerrime</i></p> <p><i>bene, male, paulum, multum, magnopere, diu</i></p> <p><i>melius</i></p> <p><i>optime</i></p>
Conjunctions	
<ul style="list-style-type: none"> • coordinating • subordinating 	<p><i>et</i></p> <p><i>ut, postquam, cum, quod, si</i></p>

Grammatical form	Examples in Latin
Interjections	
—	<i>eheu, en</i>
Nouns	
<ul style="list-style-type: none"> • five declensions • singular and plural • all genders • all cases <ul style="list-style-type: none"> – nominative – vocative – accusative – genitive – dative – ablative – locative 	—
Prepositions	
<ul style="list-style-type: none"> • governing accusative case • governing ablative case 	<i>in villam, ad villam</i> <i>in villa, e villa</i>
Pronouns	
<ul style="list-style-type: none"> • all declensions • personal • reflexive • relative • emphatic • interrogative • demonstrative 	— <i>ego</i> <i>se</i> <i>qui</i> <i>ipse</i> <i>quis</i> <i>ille, hic, iste, is</i>
Verbs	
<ul style="list-style-type: none"> • principal parts • all conjugations • deponent • semi-deponent • irregular • all tenses — present, future, imperfect, perfect, future perfect, pluperfect • all persons • singular and plural 	<i>amo, amare, amavi, amatum</i> <i>amare, manere, regere, capere, audire</i> <i>loqui</i> <i>gaudere</i> <i>esse, posse, velle, nolle, malle, ire, ferre, fieri</i> — — —

Grammatical form	Examples in Latin
• active and passive voice	—
• indicative mood	—
• subjunctive mood	—
• imperative mood	—
• alternative forms	<i>rexere, imperasset</i>
• all infinitives — active and passive voice; present, future, perfect	—
• all participles — present, future, perfect	—
• gerund	—
• gerundive	—
• supine	—

Grammatical usage

Grammatical form	Examples in Latin
Nouns — nominative case	
• subject	<i><u>Marcus</u> currit</i>
• complement	<i>Cornelia est <u>filia</u>, dies fit <u>nox</u></i>
Nouns — accusative case	
• direct object of verb	<i><u>te</u> amo</i>
• governed by a preposition	<i>ad <u>villam</u></i>
• subject of indirect statement	<i>scripsit <u>se</u> venire</i>
• motion 'towards'	<i><u>Romam</u></i>
• length of time	<i><u>tres dies</u></i>
• distance/measurement	<i>murus est <u>tres pedes</u> altus</i>
• exclamation	<i>o <u>fortunatam rem publicam!</u></i>
Nouns — genitive case	
• possessive	<i>horti <u>Caesaris</u></i>
• partitive	<i>magna pars <u>militum</u>, plus <u>vini</u></i>
• value	<i>servum unius <u>assis</u> aestimat</i>
• descriptive (quality)	<i>vir <u>summae virtutis</u></i>

Grammatical form	Examples in Latin
<ul style="list-style-type: none"> • dependent on verbs • dependent on adjectives 	<p><i><u>fidei</u> memini</i></p> <p><i><u>laudis</u> cupidus</i></p>
Nouns — dative case	
<ul style="list-style-type: none"> • indirect object of a verb • advantage/disadvantage • agent (used with gerundives) • interest • possession • predicative • dependent on verbs • dependent on adjectives 	<p><i><u>Fabio</u> consilium dedit</i></p> <p><i><u>mihi</u> cenam coxit, <u>mihi</u> cenam abstulit</i></p> <p><i><u>mihi</u> efficiendum est</i></p> <p><i>difficile est <u>mihi</u></i></p> <p><i>villa est <u>mihi</u></i></p> <p><i>res <u>impedimento</u> erat</i></p> <p><i>appropinquare oppido</i></p> <p><i>aptus <u>mihi</u></i></p>
Nouns — ablative case	
<ul style="list-style-type: none"> • governed by a preposition • manner • description • respect • place • time • instrument/agent/means • cause • separation • comparison • origin • dependent on verbs • dependent on adjectives • ablative absolute 	<p><i>in <u>villa</u></i></p> <p><i><u>summa celeritate</u> intravit</i></p> <p><i>vir <u>barba promissa</u></i></p> <p><i><u>aetate</u> provectus</i></p> <p><i><u>terra marique</u></i></p> <p><i><u>tertio anno</u></i></p> <p><i><u>gladio</u> interfectus</i></p> <p><i><u>a Fabio</u> interfectus</i></p> <p><i><u>calliditate</u> interfectus</i></p> <p><i><u>fame</u> mortuus</i></p> <p><i><u>Londinio</u> profecta est</i></p> <p><i>Caesar est maior <u>Crasso</u></i></p> <p><i><u>clarissimo patre</u> creatus</i></p> <p><i>utor <u>gladio</u></i></p> <p><i>dignus <u>laude</u></i></p> <p><i><u>clade accepta</u></i></p> <p><i><u>me duce</u></i></p>
Nouns — locative case	
<ul style="list-style-type: none"> • place 'at' or 'in' 	<p><i><u>Romae, domi</u></i></p>

Grammatical form	Examples in Latin
Nouns in apposition	
<ul style="list-style-type: none"> all cases except locative 	—
Verbs	
<ul style="list-style-type: none"> historic present historic infinitive impersonal impersonal passive of intransitive verbs 	<i>prima luce signo dato multitudine ... <u>instruitur</u></i> <i><u>diripi</u> tecta ... <u>inici</u> ignes</i> <i>mihi venire <u>licet</u></i> <i>hic <u>pugnatum est</u></i>

Grammatical constructions

Type of clause	Verb	Examples in Latin
Principal		
<ul style="list-style-type: none"> statement 	indicative	<i>Cicero hoc fecit</i>
	subjunctive	<i>at Cicero hoc faceret</i>
<ul style="list-style-type: none"> question 	indicative	<i>quid fecit Cicero?</i>
	subjunctive	<i>quid faciamus?</i>
<ul style="list-style-type: none"> command 	imperative	<i>hoc fac!</i>
	subjunctive	<i>hoc facias!</i>
<ul style="list-style-type: none"> wish 	indicative	<i>hoc facere volo</i>
	subjunctive	<i>(utinam) ne hoc facias!</i>
Subordinate — adverbial		
<ul style="list-style-type: none"> temporal 	indicative	<i>ubi Marcus casam aedificavit</i>
	subjunctive	<i>antequam hostes non caperent</i>
<ul style="list-style-type: none"> causal 	indicative	<i>quoniam Marcus casam non confecerat</i>
	subjunctive	<i>cum Marcus casam conficiat</i>
<ul style="list-style-type: none"> concessive 	indicative	<i>quamquam Marcus casam <u>aedificavit</u></i>
	subjunctive	<i><u>cum Marcus fessus esset</u>, currebat tamen quam celerrime</i>
<ul style="list-style-type: none"> purpose/final 	subjunctive	<i>puer domum redit <u>ut patrem videat</u></i>
<ul style="list-style-type: none"> consecutive/result 	subjunctive	<i>puer adeo timebat <u>ut aufugerit</u></i>
<ul style="list-style-type: none"> conditional 	indicative	<i><u>si hoc fecisti</u>, stultus fuisti</i>
	subjunctive	<i><u>si hoc fecisses</u>, stultus fuisses</i>

Type of clause	Verb	Examples in Latin
• comparison	indicative subjunctive	<i>tot amicos habeo <u>quot tu habes</u></i> <i>se gessit <u>tamquam consul fuisset</u></i>
Subordinate — adjectival		
• relative	indicative	<i>puer est <u>quem amo</u></i>
• purpose	subjunctive	<i>legatos misit <u>qui de obsidibus agerent</u></i>
• generic	subjunctive	<i>sunt <u>qui fortiter pugnent</u></i>
Subordinate — noun		
• indirect question	subjunctive	<i>amicus rogavit <u>cur hoc facerem</u></i>
• indirect command	subjunctive	<i>mihi imperavit <u>ut hoc facerem</u></i>
• indirect wish	subjunctive	<i>volo <u>ut mihi respondeas</u></i>
• expressing fear	subjunctive	<i>timeo <u>ne hoc faciat</u></i>
• indirect statement	infinitive	<i>dixit <u>se patrem adiuvisse</u></i>
Subordinate — in indirect speech		
—	subjunctive	<i>dixit se patrem adiuvisse <u>quod bonus vir esset</u></i>

Study of literature

In studying the prescribed texts, candidates develop techniques in literary analysis and evaluation. These involve examining the ways in which writers express their ideas to have the greatest impact on their audience.

A list of stylistic features and literary terms is included below to help candidates to:

- describe and analyse the style or effect of an extract
- understand the terms commonly used in notes and commentaries on Classical texts
- understand that Classical authors were invariably trained in rhetorical techniques and used them consciously, confident that their audience would recognise and appreciate them.

For assessment purposes, candidates are expected to use either the technical term or an explanation.

Stylistic features

Term	Explanation	Examples
• alliteration	repetition of consonants, especially at the beginning of words	<i>sanguineae superant undas</i> (Virgil, <i>Aeneid</i> , II.207) <i>aut vocem mutare viros aut vertere vestem</i> (Virgil, <i>Aeneid</i> , XII.825)
• allusion	reference to a person, place, story, etc., which the reader is assumed to know	<i>Saturnia</i> [Juno, daughter of Saturn], <i>Alcides</i> [Hercules]
• analogy	comparison or parallel underlying a simile or metaphor	Turnus is compared to various wild animals (Virgil, <i>Aeneid</i> , XII)
• anaphora	repetition of word or phrase at the beginning of several clauses or sentences	<i>nihil agis, nihil moliris, nihil cogitas ...</i> (Cicero, <i>In Catilinam</i> , I.3.8)
• antithesis	contrasting words or phrases balanced against one another	<i>amantem iniuria talis</i> <i>cogit amare magis, sed bene velle minus</i> (Catullus, 72)
• apostrophe	address to person, place or abstract quality as an aside from the narrative	<i>ante, pudor, quam te violo aut tua iura resolvo</i> (Virgil, <i>Aeneid</i> , IV.27)
• archaism	an old form of a word used to create an effect of solemnity or pathos	<i>olli sedato respondit corde Latinus</i> (Virgil, <i>Aeneid</i> , XII.18)
• assonance	repetition of similar vowel sounds in two or more words	<i>quae quondam in bustis aut culminibus</i> <i>desertis nocte sedens serum canit</i> <i>importuna per umbras</i> (Virgil, <i>Aeneid</i> , XII.863–4)
• asyndeton	omission of conjunctions	<i>omnia patefacta, illustrata, oppressa, vindicata</i> (Cicero, <i>In Catilinam</i> , I.13.32)
• chiasmus	contrast of phrases by reversal of word order	<i>dividimus muros et moenia pandimus urbis</i> (Virgil, <i>Aeneid</i> , II.234)
• ellipsis	the omission of word/s necessary for the grammatical structure of a sentence	<i>domum meam relinquendam [sc.esse] putarem</i> (Cicero, <i>In Catilinam</i> , I.7.17)
• epithet	an adjective or phrase commonly associated with a noun, conveying a special quality or characteristic	<i>pious Aeneas; infelix Dido</i> (Virgil, <i>Aeneid</i>)
• hendiadys	phrase with two components that amount to one concept	<i>Turni de vita et sanguine certant</i> (Virgil, <i>Aeneid</i> , XII.765)
• hyperbaton	alteration of the natural order of words; displacement of a word outside its phrase or clause	<i>... per omnes</i> <i>te deos oro</i> (Horace, <i>Odes</i> , I.8.1–2)

Term	Explanation	Examples
• hyperbole	deliberate exaggeration not intended to be taken literally	<i>non modo Romae, sed nec ullo in angulo totius Italiae</i> (Cicero, <i>In Catilinam</i> , II.4.8)
• interjection	a sudden phrase or word that interrupts the grammatical progress of the sentence	<i>mirabile dictum</i> (Virgil, <i>Aeneid</i> , I.439)
• litotes	the expression of an idea through its negative, e.g. 'not bad' meaning 'good'	<i>haud mollia</i> (Virgil, <i>Aeneid</i> , IX.804, XII.25)
• meiosis	deliberate understatement	<i>nec genus indecores</i> (Virgil, <i>Aeneid</i> , XII.25)
• metaphor	an implied comparison; words or expressions literally belonging to one subject, but used for another to create an image	<i>Corinthum patres vestri, totius Graeciae lumen, extinctum esse voluerunt</i> (Cicero, <i>Pro Lege Manilia</i> , II)
• metonymy	a proper noun or an associated word used for a whole concept	<i>implentur veteris Bacchi pinguisque ferinae</i> (Virgil, <i>Aeneid</i> , I.215)
• onomatopoeia	words whose sound imitates the sound being described	<i>̄sibila lambebant linguīs vibrantibuora</i> (Virgil, <i>Aeneid</i> , II.211)
• oxymoron	combination of contradictory terms in one phrase	<i>dura quies</i> (Virgil, <i>Aeneid</i> , X.745, XII.309)
• personification (prosopopoeia)	a non-human addressed or spoken of as a person	<i>si mecum patria ... si cuncta Italia, si omnis res publica sic loquatur</i> (Cicero, <i>In Catilinam</i> , I.11.27)
• polysyndeton	the use of more conjunctions than necessary	<i>Quae ... vobis exponam ... ut et quanta et quam manifesta et qua ratione investigata et comprehensa sint vos ... scire possitis</i> (Cicero, <i>In Catilinam</i> , III.1.3)
• rhetorical question	question asked for effect, where no answer is expected	<i>quo usque tandem abutere, Catilina, patientia nostra?</i> (Cicero, <i>In Catilinam</i> , I.1.1)
• simile	comparison introduced by terms such as <i>velut</i> , <i>similis</i> or <i>qualis</i>	<i>qualis mugitus, fugit cum saucius aram taurus et incertam excussit cervice securim</i> (Virgil, <i>Aeneid</i> , II.223–4)
• synecdoche	the part standing for the whole	<i>tectum omne tenebant</i> (Virgil, <i>Aeneid</i> , III.757)
• transferred epithet	agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity	<i>dum Capitolio regina dementes ruinas ... parabat</i> (Horace, <i>Odes</i> , I.37)
• tricolon	a series of three similar phrases or clauses, often building up in intensity or length	<i>cum quiescunt, probant, cum patiuntur, decernunt, cum tacent, clamant</i> (Cicero, <i>In Catilinam</i> , I.8.21)
• zeugma	the linking of two words or expressions with a single word that, strictly speaking, cannot apply to both	<i>omnis hic locus acervis corporum et civium sanguine redundavit</i> (Cicero, <i>In Catilinam</i> , III.10.24)

Literary terms

Term	Explanation
• bathos	anticlimax: descent from the grand to the trivial
• climax	a high point of effect led up to gradually; the culmination of a series of ideas, events or expressions
• connotation	the implicit or associated meanings of a word
• convention	an accepted literary practice or tradition
• device	a stylistic feature
• diction	the deliberate choice and arrangement of words
• didactic	designed to instruct
• epic	long narrative poem in lofty style involving both mortal heroes and supernatural forces in large-scale events, written in hexameter verse in Greek and Latin
• figurative language	language that departs from the literal standard meaning in order to achieve a special effect, e.g. metaphor, personification, simile
• imagery	use of stylistic features to create a picture with words
• irony	the use of words that convey a sense or attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand
• mood	an emotional atmosphere created by the author
• paradox	a statement that seems contradictory but which reveals a coherent truth
• pathos	the creation of pity or sorrow in the reader
• rhetoric	the presentation of ideas in a persuasive manner using stylistic features such as anaphora, hyperbole or rhetorical questions
• structure	how the text is put together — development of theme, sections, word order
• theme	an underlying idea, which may be sustained throughout the text
• tone	the attitude and/or the feeling writers express through their choice of words or literary devices

Metre

Latin was written to be read aloud, so the study of metre will help candidates studying Latin poetry to appreciate the writer's artistry. Candidates will learn to scan dactylic hexameter, which was the metre used by Homer and all subsequent Greek and Latin epic poets. Dactylic hexameter was used by Catullus in *Poem 64* (Ariadne and Theseus), by Virgil in *Aeneid* and by Ovid in *Metamorphoses*.

The dactylic hexameter consists of six feet. Each of the first four feet may be either a dactyl or spondee. The fifth foot is normally a dactyl. The sixth foot is a spondee or a trochee. Since the last syllable in the line may be long (heavy) or short (light) candidates may adopt the convention of marking this syllable with a cross. Elision should also be clearly marked. A syllable should begin with a consonant where possible.

Within each dactylic line there is a major pause known as the main caesura. This usually falls inside the third or fourth foot. Candidates should mark the main caesura of a line with double vertical lines.

Example

regina ut tectis || venientem | prospicit hostem^x
incessi muros || ignis ad | tecta volare^x
nusquam acies contra Rutulas || nulla agmina | Turni^x

1.3 Assessment — general information

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•	•	
Summative external assessment			•	•

1.3.1 Formative assessments — Units 1 and 2

The sequencing, scope and scale of formative assessments are matters for each education provider or individual candidate to decide. If this syllabus is delivered in a school setting, teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to candidates and to report on progress.

1.3.2 Summative assessment — Units 3 and 4

Candidates will complete *one* summative external assessment at the end of the year, after the completion of the course of study. This assessment will determine the candidate's result in this subject.

The external assessment will be based on the subject matter and prescribed texts from Units 3 and 4.

The summative external assessment provides the evidence of achievement for a candidate's profile. External assessment is:

- common to all candidates
- administered under the same conditions at the same time and on the same day
- developed and marked by NESA according to a commonly applied marking scheme.

The external assessment contributes 100% to the candidate's result in Latin.

1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is to report on candidate progress. These descriptors can also be used to help teachers provide formative feedback to candidates.

Reporting standards

A

The candidate, in understanding seen and unseen texts written in the original Latin, demonstrates comprehensive knowledge of vocabulary and grammar, validly and perceptively inferring the meaning of words and phrases from common patterns of word formation and from context, and effectively and idiomatically translating into clear English, using words appropriate to the context.

The candidate, in understanding the linguistic and stylistic features and cultural references in prescribed Latin texts, accurately identifies and demonstrates in-depth analysis and explanation of grammatical features; accurately identifies and shows discerning analysis and explanation of stylistic features and their contribution to the literary effect achieved in the extract; consistently and accurately identifies metrical features of dactylic hexameter; and methodically and convincingly analyses and explains the context of an extract and the cultural, historical and religious references made.

The candidate, in understanding the prescribed texts as works of literature in terms of the author's purpose, accurately identifies and provides well-substantiated discussion of Roman ideas, beliefs and arguments, as revealed in the texts; and accurately identifies and comprehensively discusses the structure and literary qualities of these texts, and the specified thematic focus areas.

B

The candidate, in understanding seen and unseen texts written in the original Latin, demonstrates substantial knowledge of vocabulary and grammar, validly inferring the meaning of words and phrases from common patterns of word formation and from context, and effectively translating into clear English, using words appropriate to the context.

The candidate, in understanding the linguistic and stylistic features and cultural references in prescribed Latin texts, accurately identifies and thoroughly analyses and explains grammatical features; accurately identifies and demonstrates detailed analysis and explanation of stylistic features and their contribution to the literary effect achieved in the extract; accurately identifies metrical features of dactylic hexameter; and thoroughly analyses and explains the context of an extract and the cultural, historical and religious references made.

The candidate, in understanding the prescribed texts as works of literature in terms of the author's purpose, accurately identifies and coherently discusses Roman ideas, beliefs and arguments, as revealed in the texts; and accurately identifies and convincingly discusses the structure and literary qualities of these texts, and the specified thematic focus areas.

C

The candidate, in understanding seen and unseen texts written in the original Latin, demonstrates knowledge of vocabulary and grammar, reasonably inferring the meaning of words and phrases from common patterns of word formation and from context, and translating into clear English, using words appropriate to the context.

The candidate, in understanding the linguistic and stylistic features and cultural references in prescribed Latin texts, identifies, analyses and explains fundamental grammatical features; identifies, analyses and explains essential stylistic features and their contribution to the literary effect achieved in the extract; identifies metrical features of dactylic hexameter; and analyses and logically explains the context of an extract and the cultural, historical and religious references made.

The candidate, in understanding the prescribed texts as works of literature in terms of the author's purpose, identifies and adequately discusses Roman ideas, beliefs and arguments as revealed in the texts; and identifies and discusses the structure and literary qualities of these texts, and the specified thematic focus areas.

D

The candidate, in understanding seen and unseen texts written in the original Latin, demonstrates partial knowledge of vocabulary and grammar, inconsistently inferring the meaning of words and phrases from common patterns of word formation and from context, and unevenly translating into English.

The candidate, in understanding the linguistic and stylistic features and cultural references in prescribed Latin texts, identifies rudimentary grammatical features and stylistic features and superficially explains their contribution to the literary effect achieved in the extract; identifies the metrical features of dactylic hexameter in a variable and often incomplete manner; and comments on obvious aspects of the context of an extract and the cultural, historical and religious references.

The candidate, in understanding the prescribed texts as works of literature in terms of the author's purpose, identifies aspects of Roman ideas, beliefs and arguments as revealed in the texts; and partially identifies the structure and literary qualities of these texts, and the specified thematic focus areas.

E

The candidate, in understanding seen and unseen texts written in the original Latin, recognises some isolated vocabulary and aspects of grammar, unevenly and often inaccurately translating into English.

The candidate, in understanding the linguistic and stylistic features and cultural references in prescribed Latin texts, identifies some grammatical features and stylistic features, but explanations of their contribution to the literary effect achieved in the extract are sporadic and often inaccurate; identifies the metrical features of dactylic hexameter in a fragmented manner; and comments on isolated aspects of an extract.

The candidate, in understanding the prescribed texts as works of literature in terms of the author's purpose, identifies some Roman ideas and beliefs in the texts.

2 Unit 1: Mythology and passion — tales, torments and treachery

2.1 Unit description

In Unit 1, within the context of Roman mythology and Latin poetry, candidates develop a knowledge and appreciation of Latin literature, skills in reading and understanding the Latin language, and skills in analysing and evaluating Latin literature.

Roman mythology was an amalgam of native Italian beliefs, Greek myths and Roman foundation stories. Much of Western literature and art is derived from this rich tradition. In Unit 1, candidates examine the role of the gods and the Roman view of the world as seen through myths, legends and legendary heroes.

The authentic poetry texts chosen allow candidates to sample the significant literary genres in the canon of Classical writers, particularly poets. Original texts are key to the study of the Latin language and its authentic use, and allow candidates to experience a variety of stylistic features and literary effects. Candidates should be able to understand the gist of a passage; identify specific details from the text; make logical inferences; and appreciate tones such as humour and sarcasm, optimism and pessimism, and irony and humour/wit.

Through examining the works of authors such as Catullus, Horace, Ovid and Virgil, candidates gain an insight into the mythology, religion and attitudes in Ancient Rome. They become familiar with the vocabulary, literary terms, stylistic features, rhetorical devices, figures of speech, structures and syntax of the Latin language and develop reading and translation skills as they analyse culturally relevant passages.

Texts for Units 1 and 2

The study of texts in Units 1 and 2 enables candidates to read and enjoy Latin literature in the original language, and develops the skills needed to study the prescribed texts in Units 3 and 4. Candidates extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Australian Curriculum: Framework for Classical Languages — Latin. Candidates also begin to appreciate the purposes and points of view of different authors and their effective use of language.

Candidates study a selection of extracts from a variety of poetry texts. Any author from the period c. 100 BCE to c. 100 CE may be studied, as long as the extract is not drawn from the *Aeneid* book prescribed for study in the following year.

Suggested authors are Catullus, Horace, Ovid and Virgil.

Candidates should study selections from each author to enhance their understanding of Roman mythology and Latin poetry.

Suggested works include:

- Catullus: *Carmina* (selections)
- Horace: *Carmina*, a collection in four books of Latin lyric poems
- Ovid: *Metamorphoses*; *Heroides* (*Epistulae Heroidum*)
- Virgil: *Georgics*; *Aeneid*

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. understand seen and unseen texts written in the original Latin
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts
3. understand the prescribed texts as works of literature in terms of the author's purpose.

2.3 Subject matter

Suggested subject matter

In studying and understanding Latin poetry texts, candidates could:

- examine and discuss the influence of Greek mythology and poetry on Roman thought and Roman authors
- discuss the Roman concept of religion and compare with contemporary views of religion
- research and discuss religious practices and rituals in Ancient Rome and compare with contemporary practices and rituals in Australia
- read and analyse stories of gods and humans and the interaction between them, such as texts by Ovid (*Metamorphoses*) and Virgil (*Aeneid*), to identify the issues they dealt with and the lessons they contained for Roman citizens, e.g. the creation of the world, the nature of good and evil, the afterlife
- examine Roman myths and legends (e.g. Perseus and Medusa, Theseus and the Minotaur, Romulus and Remus, the Labours of Hercules, Jason and the Golden Fleece) to identify elements (e.g. miraculous, supernatural) and themes (e.g. morality, religious practices and rituals, heroism) in the narratives
- explore the relationship between religion and myth and discuss their influences on human behaviour and relationships in Ancient Rome
- read authentic texts about legendary 'heroes' (e.g. Achilles, Hercules, Perseus, Cloelia, Horatius, Mucius Scaevola and Ulysses) to identify themes and the characteristic traits of the 'heroes'
- read and examine authentic Latin texts with a focus on new vocabulary and structures.

2.4 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, unit topics and the mandatory language elements and grammatical features.

3 Unit 2: Roman society and values

3.1 Unit description

In Unit 2, within the context of the society and life of Ancient Rome as portrayed in Latin prose texts, candidates develop a knowledge and appreciation of Latin literature, skills in reading and understanding the Latin language, and skills in analysing and evaluating Latin literature.

Candidates explore the culture, society and values of Ancient Rome as they consider how Roman civilisation has influenced Western civilisation.

The authentic prose texts chosen allow candidates to sample significant literature in the canon of Classical writers. Original texts are key to the study of the Latin language and its authentic use, and allow candidates to experience a variety of stylistic features and literary effects. Candidates should be able to understand the gist of a passage; identify specific details from the text; make logical inferences; and appreciate tones such as humour and sarcasm, optimism and pessimism, and irony and humour/wit.

Through examining the works of authors such as Cicero, Horace, Juvenal and Pliny the Younger, candidates gain an insight into the social structure of Rome and the everyday lives of its citizens. They expand their knowledge of the vocabulary, literary terms, stylistic features, rhetorical devices, figures of speech, structures and syntax of the Latin language and develop reading and translation skills as they analyse culturally relevant passages.

Texts for Units 1 and 2

The study of texts in Units 1 and 2 enables candidates to read and enjoy Latin literature in the original language, and develops the skills needed to study the prescribed texts in Units 3 and 4. Candidates extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Australian Curriculum: Framework for Classical Languages — Latin. Candidates also begin to appreciate the purposes and points of view of different authors and their effective use of language.

Candidates study a selection of extracts from a variety of prose texts. Any author from the period c. 100 BCE to c. 100 CE may be studied, as long as the extract is not drawn from the speech by Cicero prescribed for study in the following year.

Suggested authors are Caesar, Cicero, Livy, Pliny the Younger and Tacitus.

Candidates should study selections from each author to enhance their understanding of the Roman conception of history and rhetoric.

Suggested works include:

- Caesar: *de Bello Gallico* (the Gallic Wars); *de Bello Civili*
- Cicero: *Epistulae ad Atticum* (Letters to Atticus; 68–43 BCE); *Epistulae ad Brutum* (Letters to Brutus; 43 BCE); *Epistulae ad Familiares* (Letters to friends; 62–43 BCE); *Epistulae ad Quintum Fratrem* (Letters to his brother Quintus; 60/59–54 BCE); extracts from speeches
- Livy: *Ab Urbe Condita Libri* (History of Rome)
- Pliny the Younger: *Epistulae* (selections).

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. understand seen and unseen texts written in the original Latin
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts
3. understand the prescribed texts as works of literature in terms of the author's purpose.

3.3 Subject matter

Suggested subject matter

In studying and understanding Latin prose texts, candidates could:

- read selections from a variety of authors (e.g. Horace, Livy, Sallust, Cicero, Pliny the Younger) and in a variety of genres to examine and understand the structure of Roman society and aspects of ancient country and city life
- read selections from Livy's *Ab Urbe Condita Libri* (History of Rome) and discuss given examples of Roman values
- research the life and works of a selected well-known Roman writer
- discuss the purpose and intent of Caesar's memoirs as contained in *de Bello Gallico* and *de Bello Civili*
- explore class structure and social groupings to gain an understanding of the social hierarchy in Ancient Rome
- investigate the role of patronage — the nature of the relationship between the 'patron' (*patronus*) and the 'client' (*cliens*) and the possible benefits to the 'client'
- compare and contrast Roman attitudes towards tradition and progress with attitudes prevalent in contemporary society
- discuss the characteristics of human behaviour and relationships in Ancient Rome and compare with contemporary behaviours and relationships
- read and examine authentic Latin texts with a focus on new vocabulary and structures.

3.4 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, unit topics and the mandatory language elements and grammatical features.

4 Unit 3: The world of Aeneas — a detailed study of poetry

4.1 Unit description

In Unit 3, within the context of Roman poetry, candidates develop a knowledge and appreciation of Latin literature, skills in reading and understanding the Latin language, and skills in analysing and evaluating Latin literature.

The prescribed text for study is a book from Virgil's *Aeneid*. This Latin epic poem tells the legendary story of Aeneas, a Trojan who travelled to Italy, where he became the ancestor of the Romans. It tells of Aeneas's travels and struggle to found the Roman nation.

The *Aeneid* is the seminal text of the Augustan period and one of the most enduring products of Western literature. It is examined not just as a reflection of the social mores of the times but also as a piece of propaganda. The focus is on Roman values, historical and mythological allusions, and the historical context of the *Aeneid*. Candidates study this text as a poetic composition, analysing Virgil's techniques and his use of the epic hexameter.

This original text is a key to the study of the Latin language and its authentic use, and allows candidates to experience a variety of stylistic features and literary effects. Candidates should be able to understand the gist of a passage; identify specific details from the text; make logical inferences; and appreciate tones, mood and atmosphere.

Prescribed text for Unit 3 — Virgil's *Aeneid* 1

The prescribed text provides the focus of Unit 3. In order to enhance their understanding of the text as a whole, candidates will also read the specified translation of the entire book.

Specified thematic focus areas are identified for the prescribed text. These provide a list of three themes that form the focus of study of the content and references in the text.

Prescription for 2019 and 2020: Verse

Text: Virgil, *Aeneid* 1

Prescribed text and recommended commentary: Ganiban, RT (ed.) 2012, *Vergil, Aeneid Books 1–6*, Focus Publishing, Indiana, USA

Note: The *Aeneid* is also available as single editions of each book in a student-friendly version with vocabulary and notes.

Prescribed lines	Focus areas
Lines 1–156, 305–440, 657–722 for translation and comment	<ul style="list-style-type: none">• The character of Aeneas• The role of the gods• Virgil's language, style and narrative technique

The whole of *Aeneid* 1 is to be read in English translation.

Non-prescribed texts by Virgil

Through regular exposure to extracts of Virgil beyond the prescribed text, candidates develop proficiency in comprehending and translating non-prescribed passages of Virgil, as required for the external assessment.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

Unit objective	EA
1. understand seen and unseen texts written in the original Latin	•
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts	•
3. understand the prescribed texts as works of literature in terms of the author's purpose.	•

4.3 Subject matter

Prescribed subject matter

The study of Virgil's *Aeneid 1* provides the focus for Unit 3.

In studying and understanding Virgil's *Aeneid 1*, candidates will:

- explore the character of Aeneas
- examine the role of the gods, especially in Virgil's *Aeneid*
- analyse Virgil's language, style and narrative technique.

Candidates will:

- read in Latin the prescribed lines for translation (Lines 1–156, 305–440, 657–722), and comment on grammatical features; stylistic features; context and cultural references; specified thematic focus areas; ideas, beliefs and arguments; and the author's purpose and point of view
- read an English translation of the entire book for analysis of the specified thematic focus areas; the ideas, beliefs, practices and arguments; and the author's purpose and point of view.

Possible additional subject matter

In studying and understanding Virgil's *Aeneid 1*, candidates could:

- understand the placement of the prescribed text within the *Aeneid* and Augustan Rome
- analyse the significance of Aeneas and his travels
- read and examine authentic Latin poetry with a focus on new vocabulary and structures
- research and discuss the characteristics of epic poetry and the evolution of the epic genre
- examine technical aspects of the texts, e.g. poetical devices, tone, mood, word order, metre and scansion
- scan selected extracts to identify dactyls and spondees and discuss the impact created by the metre
- read and translate sections from the *Aeneid* and other poetic texts by Virgil
- analyse selected passages of poetic texts by Virgil to identify context, stylistic features and poetic devices used
- compare, contrast and evaluate different translations of selected extracts.

5 Unit 4: Cicero and oratory — a detailed study of prose

5.1 Unit description

In Unit 4, within the context of Roman prose, candidates develop a knowledge and appreciation of Latin literature, skills in reading and understanding the Latin language, and skills in analysing and evaluating Latin literature.

The prescribed text for study is Cicero's *Pro Archia Poeta Oratio*, the published literary form of Cicero's defence of Aulus Licinius Archias, a poet accused of not being a Roman citizen.

Candidates are given a historical introduction to the later years of the Roman Republic and the problems that were beginning to emerge within it, especially individual ambition that led to corruption and the use of violence to circumvent the law. They are reintroduced to Cicero as a significant individual — his life and works, what he stood for, his political allegiances and the role he played in society. Cicero was a key political figure of the late Republic and a prolific writer, famous for the polished style of his prose.

This original text is a key to the study of the Latin language and its authentic use, and allows candidates to experience a variety of stylistic features and literary effects. Candidates should be able to understand the gist of a passage; identify specific details from the text; make logical inferences; and appreciate tones such as humour and sarcasm, optimism and pessimism, irony and humour/wit.

Through examining Cicero's *Pro Archia Poeta Oratio*, candidates gain an insight into the prose of Ancient Rome and Roman oratory. They consolidate their knowledge of the vocabulary, literary terms, stylistic features, rhetorical devices, figures of speech, structures and syntax of the Latin language and strengthen their reading and translation skills as they analyse culturally relevant passages.

Prescribed text for Unit 4 — Cicero's *Pro Archia Poeta Oratio*

The prescribed text provides the focus of Unit 4. In order to enhance their understanding of the text as a whole, candidates will also read the specified translation of the entire speech.

Specified thematic focus areas are identified for the prescribed text. These provide a list of three themes that form the focus of study of the content and references in the text.

Prescription for 2019 and 2020: Prose

Text: Cicero, *Pro Archia*

Prescribed text and recommended commentary: Cerutti, SM (ed.) 2006, *Cicero: Pro Archia Poeta Oratio*, Bolchazy-Carducci Publishers, Illinois, USA

Prescribed lines	Focus areas
Sections 5–30 for translation and comment	<ul style="list-style-type: none">• Cicero's portrayal of character• Cicero's appeal to Roman values• Cicero's language, style and rhetorical technique

The whole of the *Pro Archia* is to be read in English translation.

Non-prescribed texts by Cicero

Through regular exposure to extracts of Cicero beyond the prescribed text, candidates develop proficiency in comprehending and translating non-prescribed passages of Cicero, as required for the external assessment.

Examples include extracts from *Pro Cluentio*, *De Officiis*, *In Verrem*, *Pro Roscio Amerino*, *In Catilinam*, *Philippicae* and *De Re Publica*.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

Unit objective	EA
1. understand seen and unseen texts written in the original Latin	•
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts	•
3. understand the prescribed texts as works of literature in terms of the author's purpose.	•

5.3 Subject matter

Prescribed subject matter

The study of Cicero's *Pro Archia Poeta Oratio* provides the focus for Unit 4.

In studying and understanding Cicero's *Pro Archia*, candidates will:

- explore Cicero's portrayal of character
- examine Cicero's appeal to Roman values
- analyse Cicero's language, style and rhetorical technique.

Candidates will:

- read in Latin the prescribed sections for translation (Sections 5–30), and comment on grammatical features; stylistic features; context and cultural references; specified thematic focus areas; ideas, beliefs and arguments; and the author's purpose and point of view
- read an English translation of the entire speech for analysis of the specified thematic focus areas; the ideas, beliefs, practices and arguments; and the author's purpose and point of view.

Possible additional subject matter

In studying and understanding Cicero's *Pro Archia Poeta Oratio*, candidates could:

- translate sections from Cicero's forensic speeches and compose fluent and idiomatic English versions of the texts
- analyse a passage from one of Cicero's speeches and identify rhetorical devices
- research the context of the Catilinarian conspiracy
- examine Cicero's literary and rhetorical techniques in relation to his aims as an orator, and compare with extracts from other texts
- explore the political structure of Rome
- understand the system of government in Ancient Rome — republican government, the Senate, magistracies such as the Consulate
- discuss Roman attitudes towards the provinces and provincials in the context of their growing empire
- read and examine authentic Latin prose with a focus on new vocabulary and structures

- examine the art of oratory, characteristics of the genre, and its role in Roman society
- discuss cultural comparisons between Roman rhetoric and oratory, and public speaking in contemporary times
- discuss the relationship/s between rhetoric and Roman culture
- translate, comprehend and analyse other works by Cicero.

5.4 Assessment

5.4.1 Summative external assessment (EA): Examination — written combination response (100%)

General information

Summative external assessment for this subject is developed and marked by the NSW Education Standards Authority (NESA). In Latin, it contributes 100% to a candidate's overall subject result.

The external assessment in Latin is common to all candidates and administered under the same conditions, on a given date, and at a specified time.

Requirements: Examination (100 marks)

The examination will consist of a written paper worth 100 marks. The paper will consist of three sections.

The conditions will be as follows:

- Time allowed: 3 hours, plus 5 minutes reading time.
- Dictionary use is permitted in the examination.

Section I — Prescribed text: Prose (33 marks)

This section will consist of three questions.

- Question 1 (5 marks) will be a translation into English of one extract of approximately 80 words in total. This question will relate to Objective 1.
- Question 2 (13 marks) will consist of approximately four short-answer parts based on one or more extracts from the prescribed text. The parts will relate to Objectives 2 and 3. The extract/s used will be different from the other extracts provided.
- Question 3 (15 marks) will be one extended response question based on one or more extracts with an expected response length of around three pages of an examination writing booklet (approximately 400 words). This question will relate to Objectives 2 and 3.

Section II — Prescribed text: Verse (33 marks)

This section will consist of three questions.

- Question 4 (5 marks) will be a translation into English of one extract of approximately 12 lines in total. This question will relate to Objective 1.
- Question 5 (13 marks) will consist of approximately four short-answer parts based on one or more extracts from the prescribed text. At least one part will be worth 5 marks. The parts will relate to Objectives 2 and 3. The extract/s used will be different from the other extracts provided.
- Question 6 (15 marks) will be one extended response question based on one or more extracts with an expected response length of around three pages of an examination writing booklet (approximately 400 words). This question will relate to Objectives 2 and 3.

Section III — Unseen texts (34 marks)

This section will consist of four questions based on extracts. Each extract will have an introductory statement in English.

- Questions 7 and 8 will be based on one extract of non-prescribed prose.
 - One of the questions (10 marks) will be a translation into English of approximately 60 words. This question will relate to Objective 1.
 - The other question (7 marks) will consist of short-answer parts based on a different section of the extract. At least one part will be worth 3 marks.
- Questions 9 and 10 will be based on one extract of non-prescribed verse.
 - One of the questions (10 marks) will consist of a translation into English of approximately 10 lines. This question will relate to Objective 1.
 - The other question (7 marks) will consist of short-answer parts based on a different section of the extract. At least one part will be worth 3 marks.

5.4.2 Performance band descriptions for Latin

The following performance band descriptions represent candidate performance in bands of achievement. They illustrate candidate achievement of the course objectives and the typical performance of candidates in the Latin course. This set of performance band descriptions has been developed by the NSW Education Standards Authority (NESA).

The candidate's work has the following characteristics:

Band 6

- demonstrates understanding of the meaning of prescribed text by translating the Latin into idiomatic and fluent English, showing an understanding of the relationship between words and structures, and a sensitivity to the content and style of the author
- demonstrates understanding of the content of prescribed texts by identifying, explaining and analysing references and stylistic and contextual aspects of an extract with support cited from the extract
- demonstrates understanding of scansion of dactylic hexameter by accurate marking of all syllables, the main caesura, elision and feet
- demonstrates understanding of grammatical features in prescribed text by analysis and identification of parts of speech, grammatical forms and usages
- demonstrates understanding of the meaning of unseen Latin text by translating the Latin into fluent English, showing the relationship between most words and structures and using vocabulary most appropriate to the context.

Band 5

- demonstrates understanding of the meaning of prescribed text by translating most of the Latin into idiomatic and fluent English, showing an understanding of the relationship between most words and structures and an awareness of the content and style of the author
- demonstrates understanding of the content of prescribed texts by identifying and explaining most references and most stylistic and contextual aspects of an extract with limited support cited from the extract
- demonstrates understanding of scansion of dactylic hexameter by accurate marking of most syllables, the main caesura, elision and feet
- demonstrates understanding of grammatical features in prescribed text by analysis and identification of most parts of speech, grammatical forms and usage
- demonstrates understanding of the meaning of unseen Latin text by translating most of the Latin into fluent English, showing the relationship between most words and structures, conveying an overall sense of the Latin.

Band 4

- demonstrates understanding of the meaning of prescribed text by translating some of the Latin into English, showing an understanding of the relationship between some words and structures, and a general understanding of the content
- demonstrates understanding of the content of prescribed texts by identifying some references and few stylistic and contextual aspects of an extract
- demonstrates understanding of scansion of dactylic hexameter by accurate marking of some syllables, the main caesura, elision and feet
- demonstrates understanding of grammatical features in prescribed text by analysis and identification of some parts of speech, grammatical forms and usage
- demonstrates understanding of the meaning of unseen Latin text by translating some of the Latin into English, showing the relationship between some words and structures.

Band 3

- demonstrates understanding of the meaning of prescribed text by translating into English some structures and individual words in isolation, with limited understanding of the content
- demonstrates understanding of the content of prescribed texts by identifying some references and making elementary comments on stylistic and contextual aspects of an extract
- demonstrates understanding of scansion of dactylic hexameter by accurate marking of a few syllables and feet
- demonstrates understanding of grammatical features in prescribed text by identification of some parts of speech and grammatical forms
- demonstrates understanding of the meaning of unseen Latin text by translating some structures and individual words of the Latin into English with limited understanding of the content.

Band 2

- demonstrates understanding of the meaning of prescribed text by translating into English few individual words and phrase in isolation
- demonstrates understanding of the content of prescribed texts by identifying a few of the references of an extract
- demonstrates understanding of grammatical features in prescribed text by identification of a few parts of speech
- demonstrates understanding of scansion of dactylic hexameter by accurate marking of a few syllables
- demonstrates understanding of the meaning of unseen Latin text by translating a few individual words and phrases of the Latin into English with little understanding of the overall meaning.

Band 1

- does not satisfy any of the descriptors above.

5.4.3 Contribution of examination sections to a candidate's overall result

Section of examination	Marks
Section I <ul style="list-style-type: none">• Questions 1–3	33
Section II <ul style="list-style-type: none">• Questions 4–6	33
Section III <ul style="list-style-type: none">• Questions 7–10	34
Total	100

5.4.4 Subject resources

Past examination papers for Latin are available on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus>.

Examples of student responses to past examination questions and tasks are available on the NESA website at <https://arc2.nesa.nsw.edu.au/view/default/course/15900>.

A list of print and internet resources, and a reading list for Latin is available on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/resource-list>.

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
additional language acquisition	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences; in NESA syllabuses, identify components and the relationship between them; draw out and relate implications
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation; in NESA syllabuses, use; utilise; employ in a particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work

Term	Explanation
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of; in NESA syllabuses, make a judgment about the value of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something ; in NESA syllabuses, make a judgment of value, quality, outcomes, results or size
assessment	purposeful and systematic collection of information about candidates' achievements
assessment instrument	a tool or device used to gather information about candidate achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about candidate achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
attitudes	in languages, how an author or creator of a text feels about the topic, situation and audience
audience	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. candidates in the educational setting, an individual, the wider community
audio	in languages, texts that are listened to
audiovisual	in languages, texts that are viewed and listened to
authentic	in languages, original or modified text that would be used by a background speaker for communicative purposes
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed

Term	Explanation
B	
background speaker	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
beliefs	what a person, society or group holds to be true
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information; in NESA syllabuses, ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible; in NESA syllabuses, make clear or plain
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics; in NESA syllabuses, arrange or include in classes/categories
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit

Term	Explanation
community	a group of people who share common language, identity, and/or experience
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences; in NESA syllabuses, show how things are similar or different
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build; in NESA syllabuses, make; build; put together items or arguments

Term	Explanation
context	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout; in NESA syllabuses, show how things are different or opposite
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
conventions	in languages, cultural and linguistic norms or accepted practices
convey meaning	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critically (analyse/evaluate)	in NESA syllabuses, add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cultural conventions	common set of norms and established standards shared by members of a group, to which each person is expected to conform
cultural values	common set of beliefs and principles shared by a group

Term	Explanation
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given; in NESA syllabuses, draw conclusions
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities; in NESA syllabuses, state meaning and identify essential qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition; in NESA syllabuses, show by example
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something; in NESA syllabuses, provide characteristics and features
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance

Term	Explanation
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence; in NESA syllabuses, identify issues and provide points for and/or against
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items; in NESA syllabuses, recognise or note/indicate as being distinct or different from; note differences between
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something

Term	Explanation
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria; in NESA syllabuses, make a judgment based on criteria; determine the value of
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue; in NESA syllabuses, inquire into
exchange	to give and receive information, ideas, opinions and/or experiences
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information; in NESA syllabuses, relate cause and effect; make the relationships between things evident; provide why and/or how
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while candidates may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale

Term	Explanation
external assessment	summative assessment that occurs towards the end of a course of study and is common to all educational settings and candidates; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
extract	in NESA syllabuses, choose relevant and/or appropriate details
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable; in NESA syllabuses, infer from what is known
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and candidate achievement
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis

Term	Explanation
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
gist	substance or essence of a matter or of a text
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature; in NESA syllabuses, recognise and name
illogical	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking

Term	Explanation
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional
intercultural understanding	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs; in NESA syllabuses, draw meaning from
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information; in NESA syllabuses, plan, inquire into and draw conclusions about
investigation	an assessment technique that requires candidates to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way

Term	Explanation
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable; in NESA syllabuses, support an argument or conclusion
L	
language elements	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
language features	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
linguistic	relating to languages, use of language elements and language-learning skills
linguistic and cultural knowledge	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose

Term	Explanation
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
mode	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outline	in NESA syllabuses, sketch in general terms; indicate the main features of

Term	Explanation
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires candidates to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves candidate application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
personal response	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives
perspectives	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; candidates may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; candidates may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information; in NESAsyllabuses, suggest what may happen based on available information

Term	Explanation
product	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action; in NESA syllabuses, put forward (for example a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
Psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind; in NESA syllabuses, present remembered ideas, facts or experiences
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge

Term	Explanation
recommend	in NESA syllabuses, provide reasons in favour
recount	in NESA syllabuses, retell a series of events
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes candidate performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something

Term	Explanation
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
spontaneous	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
strategies to maintain communication	ways candidates synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and nonverbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance

Term	Explanation
structure	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus; subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for candidates' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence; in NESA syllabuses, express, concisely, the relevant details
summative assessment	assessment whose major purpose is to indicate candidate achievement; summative assessments contribute towards a candidate's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study

Term	Explanation
syllabus objectives	outline what is required to teach and what candidates have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding; in NESA syllabuses, put together various elements to make a whole
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
test	take measures to check the quality, performance or reliability of something
text	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
text types	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
textual conventions	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
tone	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend.
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated

Term	Explanation
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
unseen	in assessment, materials that candidates have not previously been exposed to directly in class
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
values	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
variable	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references

Term	Explanation
visual	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (up to 60 words).
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

7 References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

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