Latin

2008

To be used for the first time with Year 11 students in 2009
Latin Senior Syllabus

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1. Rationale

The study of languages is an integral part of a general education, and the importance of knowing additional languages is recognised in *The Adelaide Declaration on National Goals for Schooling in the 21st Century* (1999) and the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*.

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops both communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices.

Learning languages contributes to and enriches students’ cognitive, educational, linguistic, personal, social and cultural development. It requires and improves intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Because students need to reorganise their thinking to accommodate the structure of the other language, they develop cognitive flexibility and problem-solving ability which can be applied when problems and solutions are clearly evident, as well as when critical thinking and creative approaches are required. As a result of students’ increased awareness of the ways in which relationships are expressed in language, they develop clear thinking and clarity of expression. Language study gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English. Literacy skills acquired in another language enhances skills in one’s first language.

The study of Latin provides opportunities for developing the key competencies in contexts that arise naturally from the content and the investigative bases of the subject*. Of the seven key competencies, the following six are relevant to Latin:

- KC1: Collecting, analysing and organising information
- KC2: Communicating ideas and information
- KC3: Planning and organising activities
- KC4: Working with others and in teams
- KC6: Solving problems
- KC7: Using technology.

In the course of their studies, both individually and in groups, students will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse, organise and evaluate the quality and validity of information gained from a variety of sources, and presented in a range of media and text types. In Latin, students will plan and organise activities, both within and outside the school*

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* Refer to *Integrating the Key Competencies into the Assessment and Reporting of Student Achievement in Senior Secondary Schools in Queensland*, published by QBSSSS in 1997.

The key competencies are: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.
context. As part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those relating to the use of computers.

**Why study Latin?**

Latin has played a major part in the development of the English language. Knowledge of its constructs, therefore, enables students to deepen their understanding of the structure, grammar and vocabulary of English. It has the potential to allow students to widen their vocabulary, think logically and improve comprehension skills to write more complex sentences.

Romance languages such as French, Italian and Spanish are all derived from Latin. As with English, skills of literacy — reading and writing, vocabulary and comprehension — are deepened in these languages through the study of Latin. Because students are familiar with grammatical terminology and complex linguistic structures, they also gain an advantage when learning other European languages, promoting multilingualism in a global context.

The study of the Latin language and the subsequent exploration of Latin prose and verse provides students with a singular opportunity for the pursuit of a liberal education. The students explore social, moral and political value systems and the ways in which Roman concepts have influenced Western ways of thinking. As the language used by the ancient Romans, Latin provides a background to modern aesthetics including art, music and literature, and to the humanities such as history, politics and law. Ancient Roman skills in diplomacy and oratory have much to offer contemporary learners. The study of Latin literature promotes an understanding of widely accepted concepts such as the desire for freedom, duty to family and country, loyalty, courage and ambition. It encourages understanding of different cultures and different expectations in family life, religion, and general attitudes.

**Description of the target group**

This syllabus is intended for students who wish to study Latin as an additional language and who have studied the language at junior secondary level in Australia or in a similar environment. Students, typically, will have studied Latin for a continuous period throughout Years 8, 9 and 10. It is possible that some students with less formal experience may also be able to meet the requirements of the syllabus successfully.
2. Global aims

By studying Senior Latin, students should:

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- appreciate the interrelationship of language and culture and the importance of intercultural competence
- extend their awareness and understanding of the nature of language through analysing the linguistic systems of Latin
- apply their knowledge of Latin to enrich their English language use
- acquire language–learning strategies that can be applied in further studies
- increase their awareness and appreciation of their own language and culture as a result of learning about another culture
- understand the role of technology in enhancing communication
- enhance their post-school options through familiarity with the historical language of scholarship and much of the terminology used in law, medicine and the sciences.
3. General objectives

The primary objective of the course is to enable students to read, understand and translate authentic passages of Latin in a wide variety of styles and genres.

3.1 Language knowledge and application

By the conclusion of the course, through reading a range of Latin prose and poetry, students should:

• acquire knowledge and understanding of Latin vocabulary
• know, understand and apply the principal grammatical structures, syntax and accidence in Latin
• know the Latin terms, phrases and abbreviations most commonly used in English
• know some of the major works of Latin literature
• recognise commonly used stylistic features and literary terms, the rules of scansion
• recall significant information about Roman culture and civilisation
• recognise the role of Greco-Roman civilisation as the basis of Western cultural heritage.

3.2 Complex reasoning

By the conclusion of the course, students should:

• comprehend selected passages of authentic Latin, both seen and unseen
• draw conclusions in response to Latin texts
• identify and comment on the use of cultural, mythological and historical references in passages of Latin texts
• through comparing and contrasting ancient and modern attitudes and values, understand the ideas underlying Latin texts within social, cultural, historical and religious contexts
• analyse perspectives, intentions and representations of characters in Latin texts
• develop and justify viewpoints, interpretations and hypotheses based on research into Roman antiquity.

3.3 Communication skills

By the conclusion of the course, students should:

• translate seen and unseen passages of Latin into idiomatic English
• read selected passages of Latin, with attention to pronunciation, intonation and meaning
• interpret seen and unseen passages of Latin in terms of language, purpose and social context
• scan dactylic hexameter for purpose and intent
• select and organise information from sources, following the conventions of research and referencing
• present research findings
• express ideas, information and viewpoints in English, following language conventions.

3.4 Attitudes and values

By the conclusion of the course, students should:
• understand that learning a language is a continuous process through life
• appreciate the purposes, contexts and processes of language use
• display an increased confidence in their own language use
• understand that language and culture are interdependent
• understand that attitudes and values, their own and that of others, are embedded in culture
• develop a view of the world shaped by intercultural understanding
• reflect on present day society against a background of a shared Greco-Roman heritage
• appreciate the lasting contribution of achievements of Ancient Rome to Western civilisation.
4. Course organisation

4.1 Time allocation

The minimum number of hours of timetabled school time, including assessment for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over two years (220 hours).

4.2 Components of course

Learning Latin involves the following three components:

• study of the Latin language
• knowledge and appreciation of Roman literature, including an in-depth study of Virgil and Cicero
• Roman culture.

4.2.1 Study of the Latin language

The senior Latin course should extend students’ awareness of language as a sensitive and precise instrument of communication. Several skills are of particular importance in developing this awareness. These include the ability to scan dactylic hexameters, to identify figures of speech and other stylistic devices, and to hypothesise as to the function or purpose of these devices.

The structural components (grammatical forms, morphology and syntax) that comprise Latin assist students to better understand how language systems work. Learning Latin should develop students’ sensitivity to language and its structure, in particular to the English language.

Understanding, manipulating and using the grammatical forms outlined below are necessary to enable students to attain the levels described in the standards at exit. The structures should be assessed as they occur in the literary texts studied.

Grammar should be studied in context through the exploration of authentic Classical Latin. Students’ knowledge and understanding of how the language works may be enhanced by translating sentences into Latin. Oral work may be used to enable students to use case and tense endings naturally and to facilitate understanding and memorising of paradigms.
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<td>all genders</td>
<td>solus, totus, ullus, nullus, alius, alter, uter</td>
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<td></td>
<td>regular comparison</td>
<td>latus, pulcher, audax, facilis</td>
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<tr>
<td></td>
<td>irregular</td>
<td>latus, pulcher, miser, celer, fortis, audax</td>
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<tr>
<td></td>
<td>positive</td>
<td>latior, pulchrior, audacior, facilior</td>
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<tr>
<td></td>
<td>comparative</td>
<td>latissimus, pulcherrimus, audacissimus, facillimus</td>
</tr>
<tr>
<td></td>
<td>superlative</td>
<td>latissimus, pulcherrimus, audacissimus, facillimus</td>
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<tr>
<td></td>
<td>irregular comparison</td>
<td>bonus, melior, optimus</td>
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<td>numerical:</td>
<td>malus, peior, pessimus</td>
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<td></td>
<td>• ordinal 1st – 20th</td>
<td>primus</td>
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<td></td>
<td>• cardinal 1 – 100</td>
<td>unus</td>
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<td>Adverbs</td>
<td>regular comparison:</td>
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<td></td>
<td>• positive</td>
<td>latius, celerius</td>
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<td></td>
<td>• comparative</td>
<td>latissime, celerime</td>
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<td></td>
<td>• superlative</td>
<td>latissime, celerime</td>
</tr>
<tr>
<td></td>
<td>irregular comparison:</td>
<td>bene, male, paullum, multum, magnopere, diu</td>
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<tr>
<td></td>
<td>• positive</td>
<td>melius</td>
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<td></td>
<td>• comparative</td>
<td>optime</td>
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<td>Conjunctions</td>
<td>coordinating</td>
<td>et</td>
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<td></td>
<td>subordinating</td>
<td>ut, postquam, cum, quod, si</td>
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<td>Interjections</td>
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<td>eheu, en</td>
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<td>Nouns</td>
<td>• five declensions</td>
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<td></td>
<td>• singular and plural</td>
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<tr>
<td></td>
<td>• all genders</td>
<td></td>
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<tr>
<td></td>
<td>• all cases</td>
<td></td>
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<tr>
<td></td>
<td>• nominative</td>
<td></td>
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<tr>
<td></td>
<td>• vocative</td>
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<tr>
<td></td>
<td>• accusative</td>
<td></td>
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<td></td>
<td>• genitive</td>
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<td></td>
<td>• dative</td>
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<td></td>
<td>• ablative</td>
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<td></td>
<td>• locative</td>
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<tr>
<td>Pronouns</td>
<td>all declensions</td>
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<tr>
<td>personal</td>
<td>ego</td>
<td></td>
</tr>
<tr>
<td>reflexive</td>
<td>se</td>
<td></td>
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<tr>
<td>relative</td>
<td>qui</td>
<td></td>
</tr>
<tr>
<td>emphatic</td>
<td>ipse</td>
<td></td>
</tr>
<tr>
<td>interrogative</td>
<td>quis, qui, qualis</td>
<td></td>
</tr>
<tr>
<td>possessive</td>
<td>meus</td>
<td></td>
</tr>
<tr>
<td>demonstrative</td>
<td>ille, hic, iste, is</td>
<td></td>
</tr>
</tbody>
</table>

| Verbs                       | principal parts                     | amo, amare, amavi, amatum |
| all conjugations            | amare, manere, regere, capere, audire |   |

| Table                        | deponent                            | loqui |
| semi-deponent               | gaudere                             |   |
| irregular                   | esse, posse, velle, nolle, malle, ire, ferre, fieri |   |

| all tenses (present, future, imperfect, perfect, future perfect, pluperfect) |   |
| all persons                 |   |
| singular and plural         |   |
| voice:                      |   |
| • active                    |   |
| • passive                   |   |
| mood:                       |   |
| • indicative                |   |
| • subjunctive               |   |
| • imperative                |   |

| alternative forms           | rexere, imperasset                   |   |
| all infinitives:            |   |
| • present, future, perfect  |   |
| • active and passive        |   |
| all participles:            |   |
| • present, future, perfect  |   |
| • active and passive        |   |

| gerund                      | ars bibendi                          |   |
| gerundive                   | delenda est Carthago                  |   |
| supine                      | mirabile dictu                        |   |

| Prepositions                | governing accusative case            | in villam, ad villam |
| governing ablative cases    | in villa, e villa                     |   |
## Table 2: Grammatical usage

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<th>Grammatical form</th>
<th>Usage</th>
<th>Example(s)</th>
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</thead>
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<td><strong>Nouns</strong></td>
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<td></td>
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<tr>
<td>Nominative case</td>
<td>subject</td>
<td>Marcus currit.</td>
</tr>
<tr>
<td></td>
<td>complement</td>
<td>Cornelia est <em>filia</em>, dies <em>nox</em>.</td>
</tr>
<tr>
<td>Accusative case</td>
<td>direct object of verb</td>
<td>te amo.</td>
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<td></td>
<td>governed by a preposition</td>
<td>ad <em>villam</em></td>
</tr>
<tr>
<td></td>
<td>subject of indirect statement</td>
<td><em>scripsit se</em> venire.</td>
</tr>
<tr>
<td></td>
<td>motion &quot;towards&quot;</td>
<td><em>Romam</em></td>
</tr>
<tr>
<td></td>
<td>length of time</td>
<td>tres <em>dies</em></td>
</tr>
<tr>
<td></td>
<td>distance/measure</td>
<td>murus est <em>tres pedes altus</em>.</td>
</tr>
<tr>
<td></td>
<td>exclamation</td>
<td><em>o fortunatam rem publicam!</em></td>
</tr>
<tr>
<td>Genitive case</td>
<td>possessive</td>
<td>horti <em>Caesaris</em></td>
</tr>
<tr>
<td></td>
<td>partitive</td>
<td>magna pars <em>militum</em>, plus <em>vini</em></td>
</tr>
<tr>
<td></td>
<td>value</td>
<td>servum unius <em>assis</em> aestimat.</td>
</tr>
<tr>
<td></td>
<td>descriptive (quality)</td>
<td><em>vir summae virtutis</em></td>
</tr>
<tr>
<td></td>
<td>dependent on verbs</td>
<td><em>fidei</em> memini</td>
</tr>
<tr>
<td></td>
<td>dependent on adjectives</td>
<td>laudis <em>cupidus</em></td>
</tr>
<tr>
<td>Dative case</td>
<td>indirect object of a verb</td>
<td><em>Fabio</em> consilium dedit.</td>
</tr>
<tr>
<td></td>
<td>advantage/disadvantage</td>
<td><em>mihi</em> cenam coxit, <em>mihi</em> cenam abstulit.</td>
</tr>
<tr>
<td></td>
<td>agent (used with gerundives)</td>
<td><em>mihi</em> efficiendum est.</td>
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<tr>
<td></td>
<td>interest</td>
<td>difficile est <em>mihi</em>.</td>
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<td></td>
<td>possession</td>
<td>villa est <em>mihi</em>.</td>
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<tr>
<td></td>
<td>predicative</td>
<td>res <em>impedimento</em> erat.</td>
</tr>
<tr>
<td></td>
<td>dependent on verbs</td>
<td>appropinquare <em>oppido</em></td>
</tr>
<tr>
<td></td>
<td>dependent on adjectives</td>
<td>aptus <em>mihi</em></td>
</tr>
<tr>
<td>Ablative case</td>
<td>governed by a preposition</td>
<td><em>in villa</em></td>
</tr>
<tr>
<td></td>
<td>manner</td>
<td>summa celeritate <em>intravit</em>.</td>
</tr>
<tr>
<td></td>
<td>description</td>
<td><em>vir barba promissa</em></td>
</tr>
<tr>
<td></td>
<td>respect</td>
<td>aetate <em>profectus</em></td>
</tr>
<tr>
<td></td>
<td>place</td>
<td><em>terra marique</em></td>
</tr>
<tr>
<td></td>
<td>time</td>
<td><em>tertio anno</em></td>
</tr>
<tr>
<td></td>
<td>instrument/agent/means</td>
<td><em>gladio</em> <em>interfectus</em>, <em>a Fabio</em> <em>interfectus</em></td>
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<tr>
<td></td>
<td>cause</td>
<td><em>fame mortuus</em></td>
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<tr>
<td></td>
<td>separation</td>
<td>Londinio <em>profecta est</em>.</td>
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<tr>
<td></td>
<td>comparison</td>
<td>Caesar est maior <em>Crasso</em>.</td>
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<tr>
<td></td>
<td>origin</td>
<td>clarissimo <em>patre</em> creatus</td>
</tr>
</tbody>
</table>
Table 3: Grammatical constructions

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<th>Type of clause</th>
<th>Verb</th>
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<tr>
<td>principal (main)</td>
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<td></td>
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<tr>
<td>statement</td>
<td>indicative</td>
<td>Cicero hoc fecit.</td>
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<tr>
<td></td>
<td>subjunctive</td>
<td>at Cicero hoc faceret</td>
</tr>
<tr>
<td>question</td>
<td>indicative</td>
<td>quid fecit Cicero?</td>
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<tr>
<td></td>
<td>subjunctive</td>
<td>quid faciamus?</td>
</tr>
<tr>
<td>command</td>
<td>imperative</td>
<td>hoc fac!</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>hoc facias!</td>
</tr>
<tr>
<td>wish</td>
<td>indicative</td>
<td>hoc facere volo.</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>(utinam) ne hoc facias!</td>
</tr>
<tr>
<td>subordinate — adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>temporal</td>
<td>indicative</td>
<td>ubi Marcus casam aedificavit</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>antequam hostes non caperent</td>
</tr>
<tr>
<td>causal</td>
<td>indicative</td>
<td>quoniam Marcus casam non confecerat</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>cum Marcus casam conficat</td>
</tr>
<tr>
<td>concessive</td>
<td>indicative</td>
<td>quamquam Marcus casam aedificavit</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>cum Marcus fessus esset, currebat tamen quam celerime.</td>
</tr>
<tr>
<td>purpose/final</td>
<td>subjunctive</td>
<td>puer domum redit ut patrem videat.</td>
</tr>
<tr>
<td>consecutive/result</td>
<td>subjunctive</td>
<td>puer adeo timebat ut aufugerit.</td>
</tr>
<tr>
<td>conditional</td>
<td>indicative</td>
<td>si hoc fecisti, stultus fuisti.</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>si hoc fecisses, stultus fuisses.</td>
</tr>
<tr>
<td>comparison</td>
<td>indicative</td>
<td>tot amicos habeo quot tu habes.</td>
</tr>
<tr>
<td></td>
<td>subjunctive</td>
<td>se gessit tamquam consul fuisset.</td>
</tr>
</tbody>
</table>
subordinate — adjectival
relative indicative puer est quem amo.
purpose subjunctive legatos misit qui de obsidibus agerent.
generic subjunctive sunt qui fortiter pugnent.

subordinate — noun
indirect question subjunctive amicus rogavit cur hoc facerem.
indirect command subjunctive mihi imperavit ut hoc facerem.
indirect wish subjunctive volo ut mihi respondeas.
expressing fear subjunctive timeo ne hoc faciat.
indirect statement infinitive dixit se patrem adiuvisse.

subordinate — in indirect speech subjunctive dixit se patrem adiuvisse quod bonus vir esset.

Use of dictionaries
Using dictionaries is an important skill to develop in the teaching and learning of Latin. Students should be encouraged to develop skills in using dictionaries, both in class and for individual preparation.

4.2.2 Knowledge and appreciation of Roman literature
Roman literature should be explored through a variety of literary genres and text types, including epic, letters, epigrams, love poems, historical accounts and political speeches. A good balance between poetry and prose should be maintained.

Extracts from the works of at least three poets and three prose writers should be read during the course.

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<th>Poets</th>
<th>Prose writers</th>
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<td>Horace</td>
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<td>Pliny</td>
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</table>

* Mandatory authors

Approximately 2000 lines of literary text should be studied during the course. This must include 400 lines from each of Virgil and Cicero. Additional works may be read in English to give students a broader view of the scope of Roman literature.

Students of Latin should be encouraged to develop an awareness of the background of the literary works they read. Their reading should be informed, critical and analytical. Students should examine the relationships between texts and explore the interrelated roles of text, author and reader within social, cultural and historical contexts. Students should be able to draw conclusions about the nature and extent of the factors influencing an author’s work.

In studying selected Roman texts, students develop techniques in literary analysis and evaluation. These involve examining the ways in which writers express their ideas to have the greatest impact on an audience.
Tables 4 and 5 identify stylistic features and literary terms commonly encountered. Knowledge and understanding of these features and terms will assist students in:

- describing and analysing the style or effect of an extract
- understanding the terms commonly used in notes and commentaries on Classical texts
- appreciating that all Classical authors were trained in rhetorical techniques and used them consciously, confident that their audience would recognise them.

**Table 4: Stylistic features**

<table>
<thead>
<tr>
<th>Stylistic feature</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
</table>
| alliteration       | repetition of consonants, especially at the beginning of words | *sanguineae superant undas* (Virgil, *Aeneid* II.207)  
*aut vocem mutare viros aut vertere vestem* (Virgil, *Aeneid* XII.825) |
<p>| allusion           | reference to a person, place, story etc, which the reader is assumed to know | <em>Saturnia [=Jun, daughter of Saturn], Alcides [=Hercules]</em> |
| analogy            | comparison or parallel underlying a simile or metaphor | Turnus is compared to various wild animals (Virgil, <em>Aeneid</em> XII) |
| anaphora           | repetition of word or phrase at the beginning of several clauses or sentences | <em>nihil agis, nihil moliris, nihil cogitas</em>... (Cicero, <em>In Catilinam</em> I.3.8) |
| antithesis         | contrasting words or phrases balanced against one another | <em>amanem inuiura talis cogit amare magis, sed bene velle minus</em> (Catullus, 72) |
| apostrophe         | address to person, place or abstract quality as an aside from the narrative | <em>ante, pudor, quam te violo aut tua iura resolvo</em> (Virgil, <em>Aeneid</em> IV.27) |
| archaism           | an old form of a word used to create an effect of solemnity or pathos | <em>oli sedato respondit corde Latinus</em> (Virgil, <em>Aeneid</em> XII.18) |
| assonance          | repetition of similar vowel sounds in two or more words | <em>quae quondam in bustis aut culminibus desertis nocte sedens serum canit importuna per umbras</em> (Virgil, <em>Aeneid</em> XII.863-4) |
| asyndeton          | omission of conjunctions | <em>omnia patefacta, illustrata, oppressa, vindicata</em> (Cicero, <em>In Catilinam</em> I.13.32) |
| chiasmus           | contrast of phrases by reversal of word order | <em>dividimus muros et moenia pandimus urbis</em> (Virgil, <em>Aeneid</em> II.234) |
| ellipsis           | the omission of word(s) necessary for the grammatical structure of a sentence | <em>domum meam relinquandum [sc.esse] putarem</em> (Cicero, <em>In Catilinam</em> I.7.17) |
| epithet            | an adjective or phrase commonly associated with a noun, conveying a special quality or characteristic | <em>plus Aeneas; infelix Dido</em> (Virgil, <em>Aeneid</em>) |
| hendiadys          | phrase with two components which amount to one concept | <em>Turni de vita et sanguine certant</em> (Virgil, <em>Aeneid</em> XII.765) |
| hyperbaton         | alteration of natural order of words, displacement of word outside its phrase or clause | <em>...per omnes te deos oro</em> (Horace, <em>Odes</em> I.8.1–2) |
| hyperbole          | deliberate exaggeration not intended to be taken literally | <em>non modo Romae, sed nec ullo in angulo totius Italiae</em> (Cicero, <em>In Catilinam</em> II.4.8) |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>interjection</td>
<td>a sudden phrase or word that interrupts the grammatical progress of the sentence</td>
<td><em>mirabile dictu</em> (Virgil, <em>Aeneid</em> I.439)</td>
</tr>
<tr>
<td>litotes</td>
<td>expressing an idea through its negative, e.g. “not bad” meaning “good”</td>
<td><em>haud mollia</em> (Virgil, <em>Aeneid</em> IX.804, XII.25)</td>
</tr>
<tr>
<td>meiosis</td>
<td>deliberate understatement</td>
<td><em>nec genus indecores</em> (Virgil, <em>Aeneid</em> XII.25)</td>
</tr>
<tr>
<td>metaphor</td>
<td>an implied comparison; words or expressions literally belonging to one subject, but used of another to create an image</td>
<td><em>Corinthus patres vestri, totius Graeciae lumen, extinctum esse voluerunt</em> (Cicero, <em>pro lege Manilia II</em>)</td>
</tr>
<tr>
<td>metonymy</td>
<td>a proper noun or an associated word used for a whole concept</td>
<td><em>implentur veteris Bacchi pinguisque ferinae</em> (Virgil, <em>Aeneid</em> II.215)</td>
</tr>
<tr>
<td>onomatopoeia</td>
<td>words whose sound imitates the sound being described</td>
<td><em>sibila lambebant linguis vibratibus ora</em> (Virgil, <em>Aeneid</em> II.211)</td>
</tr>
<tr>
<td>oxymoron</td>
<td>combination of contradictory terms in one phrase</td>
<td><em>dura quies</em> (Virgil, <em>Aeneid</em> X.745, XII.309)</td>
</tr>
<tr>
<td>personification</td>
<td>a non-human addressed or spoken of as a person</td>
<td><em>si mecum patria…si cuncta Italia, si omnis res publica sic loquatur</em> (Cicero, <em>In Catilinam I.11.27</em>)</td>
</tr>
<tr>
<td>polysyndeton</td>
<td>using more conjunctions than necessary</td>
<td><em>qua…vobis exponam…ut et quanta et quam manifesta et qua ratione investigata et comprehensa sint vos…scire possitis</em> (Cicero, <em>In Catilinam III.1.3</em>)</td>
</tr>
<tr>
<td>rhetorical question</td>
<td>question asked for effect, where no answer is expected</td>
<td><em>quo usque tandem abutere, Catilina, patientia nostra?</em> (Cicero, <em>In Catilinam I.1.1</em>)</td>
</tr>
<tr>
<td>simile</td>
<td>comparison introduced by terms such as <em>velut, similis or qualis</em></td>
<td><em>qualis mugitus, fugit cum sauciis aram taurus et incertam excussit cervice securim</em> (Virgil, <em>Aeneid</em> II.223,4)</td>
</tr>
<tr>
<td>synecdoche</td>
<td>the part standing for the whole</td>
<td><em>tectum omne tenebant</em> (Virgil, <em>Aeneid</em> III.757)</td>
</tr>
<tr>
<td>transferred epithet</td>
<td>agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity</td>
<td><em>dum Capitolio regina dementes ruinas…parabat</em> (Horace, <em>Odes</em> I.37)</td>
</tr>
<tr>
<td>tricolon</td>
<td>a series of three similar phrases or clauses, often building up in intensity or length</td>
<td><em>cum quiescunt, probant, cum patiuntur, decernunt, cum tacent, clamant</em> (Cicero, <em>In Catilinam I.8.21</em>)</td>
</tr>
<tr>
<td>zeugma</td>
<td>the linking of two words or expressions with a single word which, strictly speaking, cannot apply to both</td>
<td><em>omnis hic locus acervis corporum et civium sanguine redundavit</em> (Cicero, <em>In Catilinam III.10.24</em>)</td>
</tr>
</tbody>
</table>
Table 5: Glossary of literary terms

<table>
<thead>
<tr>
<th>Literary term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bathos</td>
<td>anticlimax: descent from the grand to the trivial</td>
</tr>
<tr>
<td>climax</td>
<td>a high point of effect led up to gradually; the culmination of a series of ideas, events or expressions</td>
</tr>
<tr>
<td>connotation</td>
<td>the implicit or associated meanings of a word</td>
</tr>
<tr>
<td>convention</td>
<td>an accepted literary practice or tradition</td>
</tr>
<tr>
<td>device</td>
<td>a stylistic feature</td>
</tr>
<tr>
<td>diction</td>
<td>the deliberate choice and arrangement of words</td>
</tr>
<tr>
<td>didactic</td>
<td>designed to instruct</td>
</tr>
<tr>
<td>epic</td>
<td>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</td>
</tr>
<tr>
<td>figurative language</td>
<td>language that departs from the literal standard meaning in order to achieve a special effect, e.g. metaphor, personification, simile</td>
</tr>
<tr>
<td>imagery</td>
<td>use of stylistic features to create a word picture</td>
</tr>
<tr>
<td>irony</td>
<td>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</td>
</tr>
<tr>
<td>mood</td>
<td>an emotional atmosphere created by the author</td>
</tr>
<tr>
<td>paradox</td>
<td>a statement which seems contradictory but which reveals a coherent truth</td>
</tr>
<tr>
<td>pathos</td>
<td>the creation of pity or sorrow in the reader</td>
</tr>
<tr>
<td>rhetoric</td>
<td>the presentation of ideas in a persuasive manner using such stylistic features as anaphora, hyperbole or rhetorical question</td>
</tr>
<tr>
<td>structure</td>
<td>how the text is put together — development of theme, sections, word order</td>
</tr>
<tr>
<td>theme</td>
<td>an underlying idea, which may be sustained throughout the text</td>
</tr>
<tr>
<td>tone</td>
<td>the attitude and/or the feeling writers express through their choice of words or literary devices</td>
</tr>
</tbody>
</table>

**Metre**

Latin was written to be read aloud. The study of metre will help students of Latin poetry to appreciate the writer’s artistry. Students will learn to scan dactylic hexameter.

The metre used by Homer and all subsequent Greek and Latin epic poets is the dactylic hexameter; it is used by Catullus for poem 64 (Ariadne and Theseus), Virgil in his *Aeneid* and by Ovid in his *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) students 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. Students should mark the main caesura of a line with double vertical lines.
Example:

```
regina ut tectis venientem prospect hostem
incessi muros ignis ad tecta volare
nusquam acies contra Rutulas nulla agmina Turni
```

**Use of Latin literature in language learning**

Students of Latin study 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.

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

While students may have difficulty in translating and comprehending authentic unseen Latin passages at the beginning of the course, by the end of their studies they should be able to engage with some of the less complex unseen passages.

### 4.2.3 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 Roman literature was set. Students should be encouraged to ask questions about the subject matter of their reading, to seek further information, to make cultural comparisons, and to engage in discussion on the characteristics of human behaviour and relationships. Wherever possible, Roman culture should be related to a student’s own life experience. Students should be encouraged to research their own areas of interest individually or in groups.

### 4.3 A suggested approach to developing a course of study

**Theme-based approach**

It is recommended that a theme-based approach be used in planning and developing a course of study in Latin. A number of possible themes have been suggested. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity and to explore the ways in which Roman concepts have influenced Western ways of thinking. A number of suggested topics is provided for each theme. The placement of topics under the themes is intended to provide a particular perspective or perspectives on each of the themes.

The themes and topics suggested are sufficiently broad to allow flexibility, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.
Possible themes and topics could include:

**Society and daily life**
- The structure of Roman society
- City and country life
- Roman men, Roman women
- Bread and circuses

**History and politics**
- Crisis and change
- Augustus and his time
- Romans abroad
- Prominent Ancient personalities
- War and peace

**The world of poetry**
- Gods and men
- The path of Aeneas
- Love, pleasure and pain

**Philosophy and religion**
- Man and nature
- Ancient philosophies
- The rise of Christianity

It is recommended that one theme be covered each semester. Within each theme, at least two topics should be studied.

A wide range of authors should be covered throughout the course, irrespective of theme or topic chosen.

*In Year 12 an in-depth study of selected texts of Virgil and Cicero must be made.*

Topics should be chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. Sequencing of topics should be coherent to ensure linguistic consolidation is achieved.

The length of time and depth of treatment for each topic will depend on a number of factors, including:
- the degree of familiarity that the student has with topics studied previously
- the needs and interests of students
- the nature of the language itself
- the linguistic and conceptual complexity of the texts selected for study
- access to resources.
4.4 Composite classes

In some schools, it may be necessary to combine students into a composite Year 11 and 12 class. This syllabus provides teachers with an opportunity to develop a course of study that caters for a variety of circumstances such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-directed study.

The multilevel nature of such classes may prove advantageous to the teaching and learning process because:

- it provides opportunities for peer teaching
- it allows teachers to maximise the flexibility of the syllabus
- it provides opportunities for a mix of multilevel group work, and for independent work on appropriate occasions
- learning experiences and assessment can be structured to allow both Year 11 and Year 12 students to consider the key concepts and ideas at the level appropriate to the needs of students within each year level.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A/Year B format, if the school intends to teach the same topic to both cohorts.
- Place a topic at the beginning of each year that will allow new Year 11 students easy entry into the course.
- Learning experiences and assessment items need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

4.5 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for work program approval can be accessed on the Queensland Studies Authority’s website, <www.qsa.qld.edu.au>. This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.
5. Learning experiences

Students will engage in a variety of learning experiences using Latin. These should be student-centred, valid and relevant to the needs and interests of the learners. Students develop understanding and control of language by using spoken or written language in purposeful ways and in a range of authentic contexts.

5.1 Learning strategies

A range of learning strategies should be used to assist students to further their language development through reflecting on the learning processes. Students should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

5.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of one’s self as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

**Planning**
- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

**Directed attention**
- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

**Selective attention**
- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution

**Self-management**
- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one’s language performance to maximise use of what is already known

**Self-monitoring**
- checking, verifying or correcting one’s comprehension or performance in the course of a language task including:
comprehension monitoring: checking, verifying or correcting one’s understanding
production monitoring: checking, verifying or correcting one’s language production
auditory monitoring: using one’s “ear” for the language (how something sounds) to make decisions
visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
style monitoring: checking, verifying or correcting based upon an internal stylistic register
strategy monitoring: tracking use of how well a strategy is working
plan monitoring: tracking how well a plan is working
double check monitoring: tracking across the task previously undertaken acts or possibilities considered

Problem identification
• explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

Self-evaluation
• checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
  − checking one’s language repertoire, strategy use or ability to perform the task at hand
  − production evaluation: checking one’s work when the task is finished
  − performance evaluation: judging one’s overall execution of the task
  − ability evaluation: judging one’s ability to perform the task
  − strategy evaluation: judging one’s strategy use when the task is completed
  − language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

5.1.2 Cognitive
Cognition refers to the processing of information and application of knowledge.
Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:

Repetition
• repeating a chunk of language (a word or phrase) in the course of performing a language task

Resourcing
• using available reference sources of information about the target language, including dictionaries, texts and prior work

Grouping
• ordering, classifying or labelling material used in a language task based on common attributes
• recalling information based upon grouping previously done

Note-taking
• writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task

Deduction/induction
• consciously applying learned or developed rules to produce or understand the target language
Substitution
- selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

Elaboration
- relating new information to prior knowledge
- relating different parts of new information to each other
- making meaningful personal associations to information presented including:
  - personal elaboration; making judgments about or reacting personally to the material presented
  - world elaboration: using knowledge gained from experiences in the world
  - academic elaboration: using knowledge gained in academic situations
  - between parts elaboration: relating parts of the task to each other
  - questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
  - self-evaluative elaboration: judging self in relation to materials
  - creative elaboration: making up a story line or adopting a clever perspective
  - imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

Summarisation
- making mental or written summary of language and information presented in a task

Translation
- rendering ideas from one language to another in a relatively verbatim manner

Transfer
- using previously acquired linguistic knowledge to facilitate a language task

Inferencing
- using available information to:
  - guess the meanings or usage of unfamiliar language items associated with a language task
  - predict outcomes
  - fill in missing information.

5.1.3 Social/affective
Strategies that involve interacting with another person to assist learning or using affective control to assist a learning task include:

Questioning
- asking for explanation, verification, rephrasing examples about the material
- asking for clarification or verification about the task
- posing questions to self
- self-reinforcement.

5.2 Suggested learning experiences

5.2.1 Literary-based
- reading Latin passages orally and answering questions in Latin
- preparing an oral reading of 8–10 lines of a poetic text already studied in class with attention to pronunciation, intonation and metre
- listening to several lines from the *Aeneid* as they are read aloud and comment on the effect of metre
- analysing a passage from Cicero, identifying rhetorical devices, e.g. tricolon, asyndeton
- constructing a fluent, meaningful and idiomatic English version of a Latin text and its literal translation
- translating passages of Roman text, e.g. the introduction to Caesar’s *Gallic Wars*
- translating orally in class and discussing features of the text

5.2.2 Language-based
- identifying dactyls and spondees in a passage of Virgil
- composing a series of sentences using words such as *ut, cum, dum* in situations requiring both the indicative and subjunctive moods
- selecting from a variety of linguistic structures to analyse and organising words and word relationships
- giving alternatives for translating sentences containing ablative absolutes
- combining sentences to create relative clause/indirect statement structures
- deducing the meaning of words in Latin from their derivatives in other languages, especially English
- writing an imaginative paragraph in Latin using as many “verbs of fearing” as possible
- deducing the meaning of unfamiliar English words from a known Latin word
- discussing terms of Latin origin used in other school subjects; for example, in Mathematics: *digit, calculate, sum, decimal, dividend, circumference, radius, annulus, triangle, adjacent*
- developing a grammar notebook which defines new accidence and syntax that can be added to throughout the course
- participating in the worldwide American Classical League examination

5.2.3 Culture-based
- researching a given topic and delivering a multimedia presentation in English; for example, on the influential women in Roman times, or archaeological techniques and the latest discoveries of ancient Roman civilisation
- debating a given topic, e.g. “Was Nero as evil as he has been depicted?”
- analysing a section of Tacitus’ *Germania* with respect to representations of Germanic society
- analysing and evaluating various interpretations of Classical knowledge
- synthesising information from a variety of sources to formulate a logical argument and structure a hierarchy of causes, e.g. factors contributing to the fall of the Republic
- viewing films, plays and documentaries set in or depicting Ancient Rome
- listening to talks by lecturers on archaeology, literature and ancient history
• visiting a Classics museum and attending exhibitions (art, sculpture etc.) on a Classical theme
• visiting countries where there is evidence of Roman occupation, such as United Kingdom, France, Italy, Spain, Germany, Cyprus, North Africa

5.3 Intercultural understanding

Intercultural understanding refers to the ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, students should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008).

Intercultural language learning requires that students adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

A course of study should enable students to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Students should be aware of the differences that exist within cultures as well as the common features that permeate them.

As one of the foundation languages of Europe, Latin offers ready access to our shared heritage of Greco-Roman antiquity and contributes in a unique way to increased cultural literary and intercultural communication. By engaging with the values, attitudes and mindsets of people from Roman antiquity students are encouraged to reflect critically on their place in society and on the factors which have shaped their own culturally determined identity.

Students begin to realise that feelings, opinions and actions of humans from other cultural and historical contexts have been shaped and changed over time. As a result, they develop the ability to view the world from different perspectives, enhancing their readiness to overcome cultural stereotypes.

5.4 Activities using a particular learning process

The Languages inquiry process is a way of thinking and problem solving that positions intercultural understanding at the centre of student learning. In the process, the student analyses a collection of texts in order to identify a focus for the inquiry. Information would need to be reorganised and evaluated in order to reach a decision or propose a strategy.

As part of this, the student would reflect upon:
• values that underpin texts
• personal values and beliefs
• the legacy of Greco-Roman antiquity.

In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by students with the language they study.
The inquiry process asks the student to investigate information and issues presented in a variety of modes and text types in Latin. The student does not just translate texts, but engages with them by:

- collecting and organising information
- analysing and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Latin is facilitated by creating authentic scenarios so that students may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the student should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect upon, not just the issues, but also the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

The following table suggests a way of studying a topic using an inquiry approach. Intercultural understanding is a key component in the Languages inquiry model and allows students to focus on an issue from multiple perspectives.
Table 6: A Languages inquiry model

Sample context for learning

Your school is part of a project examining how women have been portrayed in the media over the centuries, with particular attention to common stereotypes.

Your task is to research the portrayal of women in Ancient Rome and to trace the origin of some of these stereotypes.

You will need to investigate a range of aspects related to attitudes towards women in Ancient Rome and compare them with attitudes towards women in contemporary Australia.

<table>
<thead>
<tr>
<th>Identify and Analyse</th>
<th>The inquiry process</th>
<th>Questions to guide the inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify sources of information and collect texts relevant to an issue or problem.</td>
<td>What information is relevant to the focus of the inquiry?</td>
</tr>
<tr>
<td></td>
<td>Analyse the texts to select data relevant to the inquiry.</td>
<td>What cultural assumptions underpin the information presented?</td>
</tr>
<tr>
<td></td>
<td>Identify cultural perspectives that influence texts and the issue.</td>
<td>How are the cultural assumptions of the author and the reader similar and how are they different?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Evaluate strategies that may resolve the issue or solve the problem.</th>
<th>What actions can be taken to deal with the issue or problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How do these actions relate to the data and the issues?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do cultural assumptions influence the possible actions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create</th>
<th>Create a strategy to resolve the issue or make a decision to solve the problem.</th>
<th>How does the proposed strategy resolve the issue or solve the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyse the effectiveness of the strategy.</td>
<td>How does the strategy reconcile different cultural assumptions?</td>
</tr>
<tr>
<td></td>
<td>Reorganise and re-present information in order to support the strategy and its analysis.</td>
<td>How effectively is evidence presented to support the proposed solution?</td>
</tr>
</tbody>
</table>

The inquiry process is iterative; information, assumptions, values, attitudes and processes are revisited, challenged, reconsidered and re-examined at any stage of the inquiry.
5.5 **Activities focused on the use of technology**

Various technologies are used in everyday communication/life and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for students and to allow them to engage with the wider world.

*Suggested use of technologies*

- word-processing research assignments
- recording and listening to audio podcasts
- viewing and listening to information via the internet
- participating in discussion forums
- engaging in synchronous chats
- desktop publishing of posters, invitations
- viewing DVDs
- accessing online resources
- designing a webpage or viewing websites
- preparing multimedia presentations
6. Assessment

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks, under appropriate conditions. So that students can prepare it may be that feedback on any early assessment tasks can be used in a formative sense also to assist students’ preparation for later assessment tasks.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

6.1 Underlying principles of exit assessment

The policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for the two-year course of study.

- Information is gathered through a process of continuous assessment.
- Balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.

These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.
Continuous assessment

The major operating principle is “continuous assessment”. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout a two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the two-year course for Latin it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

Mandatory aspects of the syllabus

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory, namely

- the general objectives of Language knowledge and application, Complex reasoning, and Communication skills
- the components of the course: Study of the Latin language, Knowledge and appreciation of Roman literature, Roman culture.

The exit criteria and standards stated in Sections 6.4 and 6.5 (Table 4) must be used to make the judgment of student achievement at exit from a two-year course of study.

Significant aspects of the course of study

Significant aspects refer to those areas in the school’s course of study selected from the choices permitted by the syllabus. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over two years.
Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to accurately reflect student achievement.

The following conceptions of the principle of selective updating apply:

- a systemic whole subject-group approach in which considerations about the whole group of students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information
- an act of decision-making about individual students — deciding from a set of assessment results the subset which meets syllabus requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters outlined in the school’s work program.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments where achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in Latin is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.

6.2 Suggested assessment techniques

This section gives suggestions for appropriate assessment techniques in Latin.

6.2.1 Reading comprehension tests

Comprehension tests may be used to assess student achievement of Language knowledge and application and Complex reasoning. They require students to read and understand continuous passages of authentic Latin by a variety of authors, both prose writers and poets. Comprehension tests require students to make logical inferences from texts which may range from inscriptions, coins, letters and memoirs to historical texts and poems such as The Aeneid and Metamorphoses.
6.2.2 **Written translation tests**

The translation of continuous passages of Latin into English are used to judge achievement of *Complex reasoning* and *Communication skills* by having students express the meaning, intent, tone and emphasis of the original text.

The translation of sentences from English into Latin may be used to determine students’ achievement of:

- *Language knowledge and application*, by demonstrating a knowledge of morphology, syntax, vocabulary and idioms
- *Complex reasoning*, by demonstrating the degree of understanding, the relationships between words in a sentence, and the ability to produce correctly the word forms and the natural word order of the Latin

Commenting on words and phrases underlined in a text may be used to determine students’ achievement of:

- *Language knowledge and application*, by demonstrating a knowledge of morphology, syntax, vocabulary and idioms
- *Complex reasoning*, by demonstrating the degree of understanding, and the relationships between words in a sentence.

6.2.3 **Short-response tests**

Short-response tests may be used to judge students’ achievement of:

- *Language knowledge and application*, by requiring them to:
  - answer simple questions in Latin
  - complete the sense of an incomplete Latin sentence
  - apply their knowledge of Latin to short academic texts
  - demonstrate understanding of commonly used stylistic features and literary terms
  - manipulate grammatical structures demonstrating knowledge of syntax and accidence
  - recall information about Latin literature and Roman culture and civilisation
- *Communication skills*, by requiring them to:
  - scan dactylic hexameter for purpose and intent
  - interpret texts in terms of language, purpose and social context
  - translate seen and unseen passages of Latin into idiomatic English.

6.2.4 **Research assignments**

Research assignments may be used to judge students’ achievement of:

*Complex reasoning*, by requiring them to:

- locate information about Latin texts within relevant contexts
- formulate extensive comparisons and contrasts in matters of vocabulary, idiom and culture
- synthesise acquired cultural information into a logical statement
- identify and evaluate the use of cultural, mythological and historical references in passages of Latin literature
- compare and contrast ancient and modern attitudes and values
- understand the ideas underlying Latin texts and their relationship to social, cultural, historical and religious context
- analyse perspectives, intentions and representations of characters in text
Communication skills, by requiring them to:
- research, analyse and organise information about Roman culture and literary works
- write extended passages in English that develop and expound viewpoints and hypotheses
- interpret texts in terms of language, purpose and social context.

6.2.5 Oral and multimedia presentations

Oral and multimedia presentations may be used to judge students’ achievement of:

Complex reasoning, by requiring them to:
- locate information about Latin texts within relevant contexts
- formulate extensive comparisons and contrasts in matters of vocabulary, idiom and culture
- synthesise acquired cultural information into a logical statement
- identify and evaluate the use of cultural, mythological and historical references in passages of Latin literature
- compare and contrast ancient and modern attitudes and values
- understand the ideas underlying Latin texts and their relationship to social, cultural, historical and religious context
- analyse perspectives, intentions and representations of characters in texts

Communication skills, by requiring them to:
- research, analyse, organise and present information about Roman culture and literary works
- develop and expound viewpoints and hypotheses
- interpret texts in terms of language, purpose and social context.

6.3 Exit criteria

In Latin, the criteria are derived from the general objectives.

6.3.1 Language knowledge and application

Language knowledge and application refers to the ability to:
- acquire a knowledge and understanding of Latin vocabulary
- know, understand and apply the principal grammatical structures, syntax and accidence in Latin
- know the Latin terms, phrases and abbreviations most commonly used in English
- know some of the major works of Latin literature
- recognise commonly used stylistic features and literary terms, the rules of scansion
- recall significant information about Roman culture and civilisation
- recognise the role of Greco-Roman civilisation as the basis of Western cultural heritage.
6.3.2 Complex reasoning

*Complex reasoning* refers to the ability to:

- comprehend selected passages of authentic Latin, both seen and unseen
- draw conclusions in response to Latin texts
- identify and comment on the use of cultural, mythological and historical references in passages of Latin texts
- through comparing and contrasting ancient and modern attitudes and values, understand the ideas underlying Latin texts within social, cultural, historical and religious contexts
- analyse perspectives, intentions and representations of characters in Latin texts
- develop and justify viewpoints, interpretations and hypotheses based on research into Roman antiquity.

6.3.3 Communication skills

*Communication skills* refers to the ability to:

- translate seen and unseen passages of Latin into idiomatic English
- read selected passages of Latin, with attention to pronunciation, intonation and meaning
- interpret seen and unseen passages of Latin in terms of language, purpose and social context
- scan dactylic hexameter for purpose and intent
- select and organise information from sources, following the conventions of research and referencing
- present research findings
- express ideas, information and viewpoints in English, following language conventions.

6.4 Determining exit levels of achievement

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

In Latin, the school must award an exit standard for each of the three criteria — *Language knowledge and application*, *Complex reasoning*, and *Communication skills* — based on the principles of assessment described in this syllabus. The standards associated with the three criteria are described in Table 4.

When teachers are determining a standard for each criterion, it is not always necessary for the student to have met each descriptor for a particular standard; the standard awarded should be informed by how the qualities of the work match the descriptors overall.

For Year 11, particular standards descriptors may be selected from the matrix and/or adapted to suit the task. These standards are used to inform the teaching and learning process. For Year 12 tasks, students should be provided with opportunities to understand and become familiar with the
expectations for exit. The exit standards are applied to the summative body of work selected for exit.

The six key competencies referred to in the rationale are embedded in the descriptors in the standards matrix. The descriptors refer mainly to aspects of reading comprehension, translation into both English and Latin, and knowledge and appreciation of Roman literature and culture.

When standards have been determined in each of the criteria of *Language knowledge and application*, *Complex reasoning*, and *Communication skills*, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the criteria for each level.

**Awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>VHA</th>
<th>Standard A in two criteria and no less than a B in the remaining criterion</th>
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</thead>
<tbody>
<tr>
<td>HA</td>
<td>Standard B in two criteria and no less than a C in the remaining criterion</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in two criteria and no less than a D in the remaining criterion</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any three criteria</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three criteria</td>
</tr>
</tbody>
</table>

* KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC6: solving problems; KC7: using technology
### Table 7: Standards associated with exit criteria

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<tbody>
<tr>
<td>Language knowledge and application</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• thorough knowledge and command of an extensive range of Latin vocabulary and terminology</td>
<td>• substantial knowledge of Latin vocabulary and terminology</td>
<td>• knowledge of familiar Latin vocabulary and terminology</td>
<td>• recognition of familiar Latin vocabulary and terminology</td>
<td>• recognition of isolated Latin words</td>
</tr>
<tr>
<td></td>
<td>• insightful understanding of structures, syntax and accidence is confidently applied to a wide variety of texts</td>
<td>• understanding of the structures, syntax and accidence is applied to a variety of texts, although subtleties may be overlooked</td>
<td>• understanding of the principal structures, syntax and accidence is applied to familiar texts</td>
<td>• recognition of obvious structures, syntax and accidence is applied to straightforward texts</td>
<td>• identification of simple structures, syntax and accidence in familiar texts</td>
</tr>
<tr>
<td></td>
<td>• extensive knowledge of major works of Latin literature and their stylistic features</td>
<td>• knowledge of major works of Latin literature and their stylistic features</td>
<td>• knowledge of major works of Latin literature and some basic stylistic features</td>
<td>• recognition of major works of Latin literature and some basic stylistic features</td>
<td>• recognition of obvious features of some major works of Latin literature</td>
</tr>
<tr>
<td></td>
<td>• effective and discriminatory use of literary terminology</td>
<td>• accurate use of literary terminology</td>
<td>• accurate use of basic literary terminology</td>
<td>• inconsistent use of literary terms</td>
<td>• little use of basic literary terms</td>
</tr>
<tr>
<td></td>
<td>• thorough and comprehensive coverage of information about Roman culture and civilisation.</td>
<td>• accurate and detailed information about major aspects of Roman culture and civilisation.</td>
<td>• accurate information about aspects of Roman culture and civilisation.</td>
<td>• information about aspects of Roman culture and civilisation, although not always relevant.</td>
<td>• information about isolated aspects of Roman culture and civilization.</td>
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<tr>
<td>Complex reasoning</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• comprehensive understanding of gist and fine detail demonstrated</td>
<td>• an effective grasp of the main ideas from text is evident, although some detail may be overlooked</td>
<td>• most of the main ideas are presented</td>
<td>• a broad outline of straightforward texts is understood and some detail is recognised in familiar language</td>
<td>• isolated details pertaining to Latin texts and characters are identified in familiar contexts</td>
</tr>
<tr>
<td></td>
<td>• perceptive conclusions drawn about the purpose of the text and the author’s attitude and intent</td>
<td>• valid conclusions are made about the purpose of the text and the author’s attitude and intent</td>
<td>• recognition of the author’s attitude and intent when made obvious within a familiar context</td>
<td>• obvious ideas in familiar texts are identified and some comment is made</td>
<td>• little evidence of opinion or research</td>
</tr>
<tr>
<td></td>
<td>• references and ideas in Latin texts are readily identified in the full range of contexts;</td>
<td>• references and ideas in texts are usually identified in a range of contexts; plausible comment is made and supported with evidence from the passages, although hindered by lack of detail</td>
<td>• obvious references and ideas in texts are identified in some contexts; comment is made and supported with some evidence from the passages</td>
<td>• some comments on obvious aspects of characters are made</td>
<td></td>
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<tr>
<td></td>
<td>insightful comment is made and fully supported by evidence from the passages</td>
<td>• character analyses from Latin texts are made</td>
<td>• aspects of characters portrayed in texts are described</td>
<td>• some opinions are provided, based on limited research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• perceptive character analyses from Latin texts are made</td>
<td>• incisive viewpoints, interpretations and well-substantiated hypotheses are made based on in-depth research into Roman antiquity.</td>
<td>• viewpoints and interpretations are provided, although support from research is not always effective; some hypotheses may be presented.</td>
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<tr>
<td></td>
<td>• incisive viewpoints, interpretations and well-substantiated hypotheses are made based on</td>
<td>• convincing viewpoints, interpretations and hypotheses are supported by thorough research into Roman antiquity.</td>
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<tr>
<td></td>
<td>in-depth research into Roman antiquity.</td>
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<tr>
<td>Communication skills</td>
<td>The student work has the following characteristics:</td>
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<tr>
<td></td>
<td>• translation into English is idiomatic and fluent, showing deep understanding of the text and its shades of meaning; it is faithful to the author’s intent and purpose and shows sensitivity to their language and style</td>
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<tr>
<td></td>
<td>• reading aloud of selected passages of Latin verse and prose shows thorough understanding of the text and attention to metre in verse; a clear distinction between long and short vowel sounds is made, with correct pronunciation of consonants and appropriate syllabic stresses</td>
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<tr>
<td></td>
<td>• interpretation of seen and unseen passages of Latin is comprehensive and insightful in terms of language, purpose and social context, and is supported by extensive evidence from the text</td>
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<td></td>
<td>• scansion of dactylic hexameter is accurate and used in the identification of purpose and intent</td>
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<tr>
<td></td>
<td>• evidence from an extensive range of primary and secondary sources relating to Roman antiquity is presented, with accurate observation of the conventions of research</td>
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<tr>
<td></td>
<td>• ideas, information and viewpoints are logically, concisely and fluently expressed, demonstrating highly effective organisation of material and proficient use of English language conventions.</td>
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</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>• translation into English is idiomatic and fluent, although it may be more literal in its expression when dealing with dense and complex text; shows an understanding of the meaning of the text, it is consistent with the author’s intent and purpose and shows awareness of their language and style</td>
<td></td>
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<tr>
<td></td>
<td>• reading aloud of selected passages of Latin verse and prose shows a clear understanding of the text, although attention to metre in verse is not always consistent; some differentiation between long and short vowel sounds is made, with correct pronunciation of consonants and appropriate syllabic stresses</td>
<td></td>
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<tr>
<td></td>
<td>• interpretation of seen and unseen passages of Latin is comprehensive in terms of language, purpose and social context, and is supported by evidence from the text</td>
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<td></td>
<td>• scansion of dactylic hexameter may assist in the identification of purpose and intent</td>
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<tr>
<td></td>
<td>• information from a wide range of sources relating to Roman antiquity is presented, with accurate observation of the conventions of research</td>
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<tr>
<td></td>
<td>• ideas, information and viewpoints are coherently and fluently expressed, demonstrating effective organisation of material and use of English language conventions.</td>
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<tr>
<td>The student work has the following characteristics:</td>
<td>• translation into English shows an understanding of parts of the text, although not the gist of the whole</td>
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<td></td>
<td>• reading aloud of familiar passages of Latin shows a basic understanding of the text; interference from English affects the overall pronunciation</td>
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<tr>
<td></td>
<td>• some basic interpretation of familiar passages of Latin is evident</td>
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<tr>
<td></td>
<td>• scansion of dactylic hexameter is variable and often incomplete</td>
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<td></td>
<td>• ideas and information from a limited range of sources is presented but may lack coherence</td>
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<tr>
<td></td>
<td>• referencing may be incomplete an the use of English language conventions may be flawed.</td>
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<tr>
<td>The student work has the following characteristics:</td>
<td>• isolated words and phrases are translated into English</td>
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<tr>
<td></td>
<td>• reading aloud of familiar passages of Latin is hesitant</td>
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<td></td>
<td>• general statements about the most obvious aspects of Roman history or culture are made</td>
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<tr>
<td></td>
<td>• some information is presented.</td>
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</tbody>
</table>
6.5 Planning an assessment program

At the end of Year 12, judgments are made about how students have achieved in relation to the standards stated in the syllabus for each of the criteria. These summative judgments are based on achievement in each of the general objectives.

When planning an assessment program, schools must consider:

- general objectives (see Section 3)
- learning experiences (see Section 5)
- underlying principles of assessment (see Section 6.1)
- a variety of assessment techniques and instruments over the two-year course (see Section 6.2)
- conditions under which assessment is implemented
- exit criteria and standards (see Section 6.3 and Table 7)
- verification folio requirements, especially the number and the nature of student responses to assessment tasks to be included (see Section 6.8)
- minimum assessment necessary to reach a valid judgment of the student’s standard of achievement.

Students should be conversant with the assessment techniques and have knowledge of the criteria to be used in assessment instruments.

6.6 Special consideration

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in QSA’s Policy on Special Consideration in School-based Assessments in Senior Certification (2006), available from <www.qsa.qld.edu.au> under Assessment > Senior assessment > Special consideration. This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.

6.7 Authentication of student work

It is essential that judgments of student achievement are made on accurate and authentic student assessment information. Teachers should find ways to ensure that students’ work is their own, particularly where students have access to electronic resources and when they are preparing collaborative tasks.

The QSA information statement Strategies for Authenticating Student Work for Learning and Assessment is available on the QSA website. (From the QSA home page <www.qsa.qld.edu.au> select Publications > Reports & papers > QSA Reports and Papers.) This statement provides information about various methods teachers can use to monitor students’ work to ensure authentic responses. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production of and maintenance of documentation of the development of responses
- student acknowledgement of resources used.
Teachers must ensure students use consistent accepted conventions of in-text citations and referencing where appropriate.

6.8 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. Each folio should contain a variety of assessment techniques demonstrating achievement in the three criteria of Language knowledge and application, Complex reasoning, and Communication skills, over a range of Latin texts and authors. The variety of assessment techniques is necessary to provide a range of opportunities from which students may demonstrate achievement.

For information about preparing monitoring and verification submissions, schools should refer to Moderation Processes for Senior Certification available at <www.qsa.qld.edu.au> under Assessment > Senior Assessment > Forms and procedures.

Students’ verification folios for Latin must contain a minimum of seven pieces of work but no more than eight, and include:

1. Three written translations of continuous passages of Latin into English, conducted under supervised conditions. At least one passage must be unseen. Specific criteria and standards must be attached and student achievement indicated.

2. Three reading comprehension tests, one of which must deal with an unseen passage. Specific criteria and standards must be attached and student achievement indicated.

3. One research assignment. Specific criteria and standards must be attached and student achievement indicated.

4. The student profile, which is a summary of the student’s achievement on all tasks completed during the year. It should record:
   - student achievement on all criteria
   - the overall standard in each criterion
   - the proposed exit level of achievement.

The student profile is helpful in demonstrating trends in achievement and in identifying atypical achievement. It ensures that the fullest as well as the latest information is taken into consideration.

Student folios must be accompanied by:
   - copies of the assessment instruments with conditions sheets attached
   - written responses to all translation tasks
   - sample responses to all comprehension tasks
   - samples answers to the short-response task, if included.

6.8.1 Post-verification assessment

In addition to the contents of the verification folio, there must be subsequent summative assessment in the exit folio.

In Latin this should be one task, which may be a written translation or a reading comprehension.
7. Language education

Teachers of Senior English have a special responsibility for language education. However, it is the responsibility of all teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout
- the use of dictionaries.

Assessment in all subjects needs to take into consideration appropriate use of language.

Teachers of languages play a major role in the general language development of their students. In learning another language, students gain an understanding of the nature of language through comparing the systems of English with those of the other language.

Students’ literacy skills in English are enhanced by the learning strategies employed in learning another language (see Section 5.1.2). Literacy skills are also enhanced by the following learning strategies employed in learning a second language:

- classifying, ordering or labelling material according to attributes or meaning
- relating new information to existing knowledge
- making meaningful personal associations with the new material
- analysing language elements to perceive patterns and hypothesising about rules
- substituting alternative approaches, revised plans or different words or phrases to accomplish a language task
- transferring previous language knowledge or skills to assist in comprehension or production
- synthesising language into meaningful text by recombining known elements in a new way
- noting down key words or concepts in abbreviated form to assist in the performance of a language task
- summarising mentally, orally or in writing, new information and language
- making inferences to guess meanings of new items, and to predict and fill in missing information.

Using these strategies, students develop a greater sensitivity to and understanding of English language.

When English is required in assessment tasks in Senior Latin, teachers should monitor students’ use of the English language.
8. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space and measurement
- extract, convert or translate information given in numerical forms, diagrams, maps, graphs or tables
- use calculators and computers
- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of a subject may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of their own subjects, having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance, and extension of such skills and understandings.
9. Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs, and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:

QSA 2006, Policy on Special Consideration in School-based Assessments in Senior Certification, available from <www.qsa.qld.edu.au>
QSCC 2001, Equity Considerations for the development of curriculum and test material, available from <www.qsa.qld.edu.au>
10. Resources

Text and reference books
A wide variety of textbooks and resource materials that could be used as sources of information about Latin are available. Book suppliers provide information regarding current publications.

World wide web
Many interactive and static websites can be used to enhance a course in Latin and often include useful resources. Some particularly useful sites include:
- The American Classical League <www.aclclassics.org>
- BBC History <www.bbc.co.uk/history/ancient/romans>
- Cambridge School Classics Project <www.cambridgescp.com>
- Latinteach <www.latinteach.com/Site/Welcome>
- The Perseus Digital Library <www.perseus.tufts.edu>
- The Roman Empire <www.roman-empire.net>
- Senior Secondary Assessment Board of South Australia (SSABSA). The website has links to the SSABSA Curriculum Statement for Interstate Assessed Latin Continuers Level and related support materials, including teaching and learning strategies, assessment plans and exemplars, annotated work samples and resources. <www.ssabsa.sa.edu.au/language/subjects.php>
- UNRV History, The Roman Empire <www.unrv.com>

Periodicals
Journals and periodicals provide current, relevant information. Journals and periodicals relevant to Latin may include:
- ACL Newsletter, The American Classical League, Miami University, Oxford, Ohio.
- The Classical outlook, American Classical League, University of Georgia.

School librarians should be able to provide assistance with identifying and locating other useful periodicals.

Electronic media and learning technology
A range of videos, DVDs and television recordings is available on a variety of topics related to Latin. Some computer software programs and CD-ROMs may be useful for a course in Latin, both as learning tools, to gain access to information presented in a variety of forms and to assist students in gaining ICT skills. Educational program distributors may be are able to supply updated resource lists.
Organisations and community resources

A variety of government and community organisations provide personnel, advice, resources and information to assist in constructing and implementing a course in Latin. Some of these include:

- American Classical League, Miami University, Oxford, Ohio 45056 <www.aclclassics.org/>
- Classics Departments of tertiary institutions
Appendix: Glossary

**Attitudes**: The way the speaker or writer feels about the topic, the situation and the audience, for example, adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

**Authentic social context**: A context that could occur in real life between the participants and one in which the purpose of the communication is realistic. A situation where one student gives another a common object (such as a book) and asks what it is, is not authentic. However, a guessing game where one student asks another what is in the box is authentic within the context of the game.

**Authentic text**: A text (original or modified) that would be fully accepted by a background speaker for communicative purposes.

**Coherence/coherent**: Discourse or a text which has an underlying theme or organisation.

**Communication strategies**: The ways students with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

**Complex sentence**: A sentence with one or more dependent clauses in addition to the main or independent clause.

**Intention**: The speaker or writer’s purpose; for example, to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Intercultural understanding**: The ability to view the world, not from the single perspective of one's own first language and culture, but from the multiple perspectives.

**Language features**: Parts of the language system; for example, phonemes (sounds), words, phrases, sentences, utterances, discourse.

**Metacognitive strategies**: Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Structure**: The arrangement of words and morphemes into larger units, for example, phrases, clauses, sentences.

**Syntax**: Ways words combine to form sentences or the rules that govern the formation of sentences.

**Text**: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

**Text type**: A conventional or characteristic type of spoken or written text; for example, face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

**Tone**: The emotional overlay and/or intent in a text, for example, angry tone in a letter to editor with intent to criticise and confront.