BOSTES

BOARD OF STUDIES
TEACHING &
EDUCATIONAL
STANDARDS NSW

Latin Continuers

Stage 6
Syllabus

For implementation from 2015

Contents

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education

- foster the intellectual, social and moral development of students, in particular developing their:

  - knowledge, skills, understanding and attitudes in the fields of study they choose

  - capacity to manage their own learning

  - desire to continue learning in formal or informal settings after school

  - capacity to work together with others

  - respect for the cultural diversity of Australian society

- provide a flexible structure within which students can prepare for:

  - further education and training

  - employment

  - full and active participation as citizens

- provide formal assessment and certification of students' achievements

- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2   Introduction to Latin in the Stage 6 Curriculum

2.1   The Language

The language to be studied and assessed is Latin.

The Latin language to be studied in the Continuers course is defined as the language of the literature from the Classical period c 100 BC to c AD 100.

2.2   Description of Target Group

The Latin Continuers Level syllabus is designed for students who, typically, will have studied Latin for 400–500 hours at the completion of Year 12.

2.3 Rationale

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

History of the Latin Language

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

Through Roman conquest, the Latin language grew to be the dominant language in many countries. As such, it provided the basis for the languages that developed in these countries – Italian, French, Spanish, Portuguese and Romanian.

The Latin language became, through the medium of Western Christianity, the language of learning and culture. For many centuries Latin continued to be the language of scholarship, philosophy and science. Latin was the international language of scientific writing and still provides much of the technical terminology of the sciences and law. It was the basis of all education outside the sciences and, since all educated people learned Latin, it served as the international language for scholarship. As a consequence, Latin makes available to the student much of the vocabulary of educational discourse, abstract thought and conceptualisation.

Legacy of the Romans

The Romans produced a wide variety of works of literature, ranging from private letters to national epics. This literature is certainly of historical interest, allowing us to understand the Romans – their interests, beliefs and values. However, it also has a universal appeal, exploring themes that are still relevant today. It is impossible to appreciate this literature fully without reading it in the original Latin and experiencing the language and style of the Romans themselves.

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

The Romans also defined the shape of the institutions of the Western world as they exist today. The cultures of Greece and Rome, together with that of the Hebrews, form the three cornerstones of Western civilisation: they provide the intellectual, political, institutional, social, administrative and religious origins of this culture.

The study of Latin is a direct means of developing appreciation of the significance of Western civilisation, its origins and its contribution to Australia's cultural identity.

Value of the Latin Language

The value of Latin in the educative process is to assist in developing increased self-knowledge and a responsive relationship with other cultures and other times.

The study of Latin has great value in developing an understanding of language. The very nature of the Latin language with its inflections, its word order and its strict attention to relationships between words and sentences compels the student to think seriously about language in general. The capacity to translate and articulate in one's own language the thoughts, ideas and actions in another language is a mental discipline in the study of language and communication. In an English-speaking country the beneficial effect of this process is enhanced by the fact that the Latin language played a major part in the development of English itself.

The study of the Latin language gives students an advantage in learning any foreign languages because they have enhanced familiarity with grammatical terminology and complex linguistic structures. The student of Latin explores social, moral and political value systems and the way in which Roman concepts have influenced Western ways of thinking. The fact that English has inherited words such as 'liberty', 'virtue' and 'humanity' from the Latin *libertas*, *virtus* and *humanitas* demands a study of the meanings of each of these concepts in its own cultural 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.

3 Continuum of Learning for Latin Stage 6 Students

Stages 1–3
Human Society and Its Environment

Stages 4–5
Languages (mandatory 100 hours)

Stage 5
Languages elective courses
including Latin

Stage 6
Latin Continuers
    Preliminary
    HSC
Latin Extension

| Workplace | University | TAFE | Other |
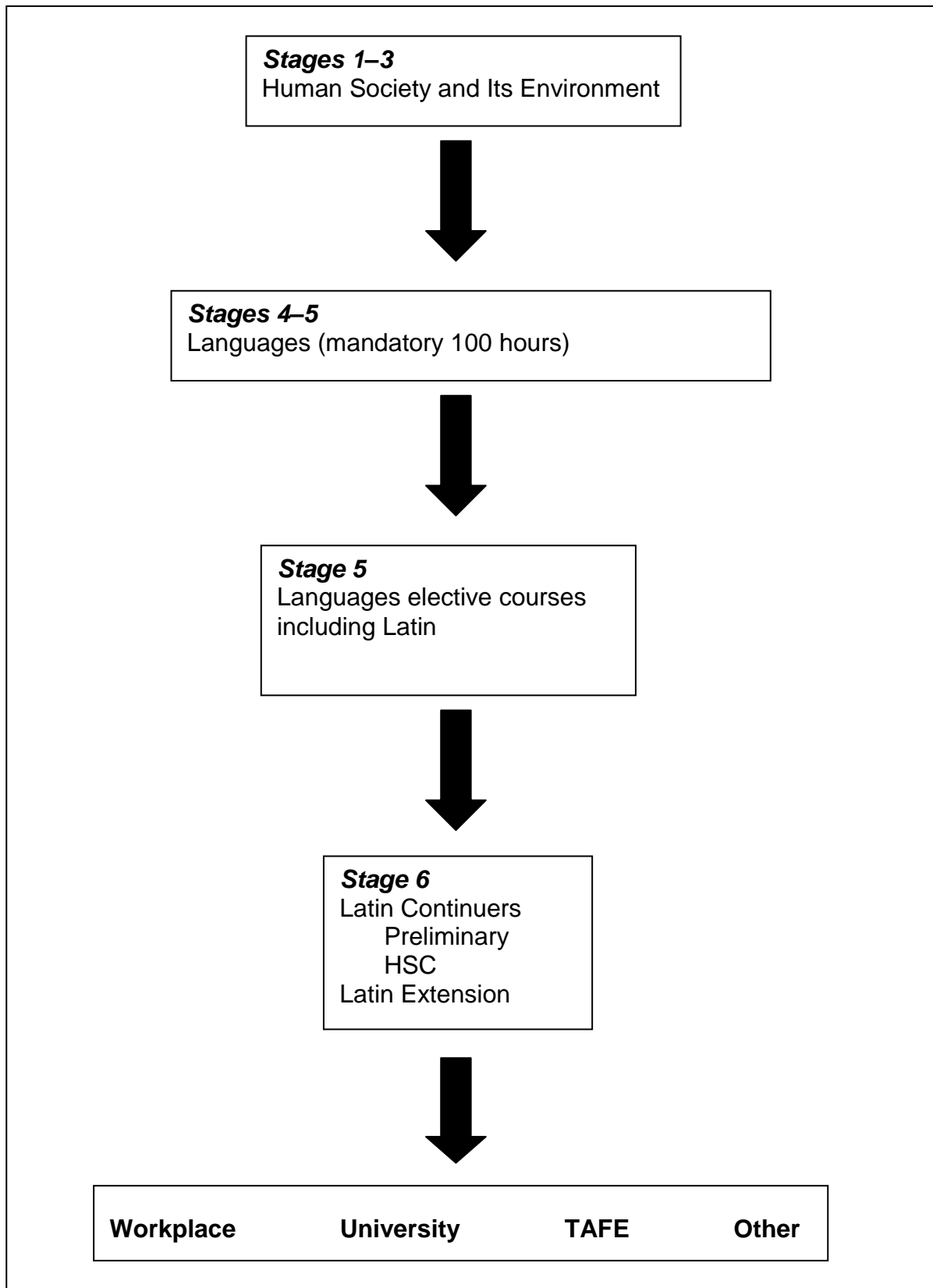
The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language, such as Latin.

In Years 7–10, a language is a mandatory component of the Record of School Achievement, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Latin builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Latin at Continuers level with the option of an Extension course.

4   Aims

The aims of the syllabus are to develop students':

- ability to understand Latin texts

- ability to understand how language works at the level of grammar

- ability to recognise connections between Latin and English or other languages

- ability to recognise stylistic features of Latin texts and understand their literary effects

- ability to assimilate the ideas contained in a Latin text

- ability to explore the ideas of a Latin text in its social, cultural, historical and religious context

- ability to explore their own culture(s) through the study of Roman culture

- ability to recognise how ideas and beliefs of the Classical period have influenced subsequent societies

- enjoyment of the study of Latin through the reading of Latin texts

- general cognitive, analytical and learning skills.

5   Objectives

The students will achieve the following objectives:

Objective 1 –   understand seen and unseen texts written in the original Latin

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

Objective 3 –   understand the prescribed text as a work of literature in terms of the author's purpose.

6   Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is structured to provide students with opportunities to read original Latin texts, developing the skills needed to study the prescribed texts for the HSC course and to translate unseen texts. Students extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Years 7–10 syllabus. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

The HSC Course (120 indicative hours)

The HSC course is designed to allow students to apply and extend the knowledge and skills gained through a wider reading of authors in the Preliminary course to a detailed study and analysis of two prescribed texts, one verse and one prose. Students apply their linguistic skills and their familiarity with Latin literature in the independent translation of unseen passages of original Latin text.

7 Objectives and Outcomes

7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. understand seen and unseen texts written in the original Latin.	A student: 1.1 applies knowledge of vocabulary and grammar 1.2 infers the meaning of words or phrases from common patterns of word formation and from context 1.3 translates into clear English using words appropriate to the context
2. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts.	2.1 identifies, explains and analyses grammatical features 2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract 2.3 identifies metrical features of dactylic hexameters 2.4 identifies, explains and analyses the context of an extract 2.5 identifies, explains and analyses the cultural, historical and religious references of an extract
3. understand the prescribed text as a work of literature in terms of the author's purpose.	3.1 identifies and discusses Roman ideas, beliefs and arguments as revealed in the prescribed texts 3.2 identifies and discusses the structure and literary qualities of the prescribed texts 3.3 identifies and discusses specified thematic focus areas in the prescribed texts

7.2   Key Competencies

Latin provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Latin Continuers syllabus to enhance student learning. The key competencies of ***collecting, analysing and organising information*** and ***communicating ideas and information*** reflect core skills in learning Latin and are explicit in the objectives and outcomes of the syllabus. The key competencies of ***planning and organising activities*** and ***working with others and in teams*** are developed through classroom pedagogy. Students work as individuals and interact with others as members of groups to translate and analyse texts or passages of Latin. The skills associated with the analysis of texts, such as the ability to infer meaning from context, translate accurately from Latin to English, and use a dictionary, contribute towards the students' development of the key competency ***solving problems***. As an integral part of such activity, students will need to use appropriate information technologies and to develop the key competency ***using technology***.

8 Content

The content of this syllabus is based upon original Latin texts. Students will be required to study the texts in order to develop skills in understanding the language and in the analysis and evaluation of Latin literature. The texts are chosen to allow students to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of the Latin language and they will allow students to experience a variety of stylistic features and literary effects.

8.1 Preliminary Course content

The study of texts in the Preliminary course enables students to read and enjoy Latin literature in the original language and develops the skills needed to study the HSC prescribed texts. Students extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Years 7–10 syllabus. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

8.2 HSC Course content

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

Each year specified thematic focus areas will be prescribed for each of the prescribed texts. These will provide a list of 3 to 5 themes which form the focus of study of the content and references in the texts.

8.3 Texts

8.3.1 Texts for the Preliminary Course

Students will study a selection of extracts from a variety of texts. Any author from the period c 100 BC – c AD 100 may be studied as long as the extract is not drawn from the Book of the *Aeneid* or the speech by Cicero prescribed for study in the HSC of the following year.

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

8.3.2 Texts for the HSC Course

8.3.2.1 Canon

Virgil, *Aeneid*

Cicero's forensic speeches

8.3.2.2 Rotation of Texts

Each text will be prescribed for three consecutive years. The change of verse and prose texts will not occur in the same year. Information about the current prescriptions is available on the BOSTES website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/latin-continuers.html.

8.3.2.3 HSC Prescription

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

For each prescribed text students will:
- read in Latin the prescribed lines for translation and comment on stylistic features, the context and cultural references, the specified thematic focus areas, the ideas, beliefs and arguments and the author's purpose and point of view

- study the specified lines for grammatical analysis

- read an English translation of the entire book or speech for analysis of the specified thematic focus areas, the ideas, beliefs, practices and arguments and the author's purpose and point of view.

8.4 Vocabulary

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

8.5 Dictionaries

Students should be encouraged to develop skills in using dictionaries in class and for private preparation. Dictionary use is permitted in the external examination.

8.6 Grammar

Grammar is the organisation of, and relationship between, all the elements that constitute a language as it functions.

It is assumed that students will already have acquired a significant understanding of the function of grammar through prior study of Latin.

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

The following grammatical features are those that students studying Latin in a Continuers course are expected to analyse and recognise.

8.6.1 Grammatical Features

8.6.1.1 Grammatical Form

Part of Speech	Grammatical Form	Example(s)
Nouns	• five declensions singular and plural all genders all cases Nominative Vocative Accusative Genitive Dative Ablative Locative	

Grammatical Features (cont)

Part of Speech	Grammatical Form	Example(s)
Adjectives	all cases	
	all genders	
	regular	*latus, pulcher, miser, celer, fortis, audax*
	irregular	*solus, totus, ullus, nullus, alius, alter, uter*
	comparison	
	• positive	*latus, pulcher, audax*
	• comparative	*latior, pulchrior, audacior*
	• superlative	*latissimus, pulcherrimus, audacissimus*
	irregular comparison	*bonus, malus, magnus, parvus, multus, multi*
		difficilis, facilis, similis, dissimilis, gracilis, humilis
	possessive	*meus*
	demonstrative	*ille, hic, iste*
	interrogative	*qui, qualis*
	numerical	
	• ordinal 1st – 20th	*primus*
	• cardinal 1 – 100	*unus*
	emphatic	*ipse*
Pronouns	all declensions	
	personal	*ego*
	reflexive	*se*
	relative	*qui*
	emphatic	*ipse*
	interrogative	*quis*
	demonstrative	*ille, hic, iste, is*

Grammatical Features (cont)

Part of Speech	Grammatical Form	Example(s)
Verbs	principal parts	*amo, amare, amavi, amatum*
	all conjugations	*amare, manere, regere, capere, audire*
	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	
	active and passive voice	
	indicative mood	
	subjunctive mood	
	imperative mood	
	alternative forms	*rexere, imperasset*
	all infinitives – active and passive voice	
	present, future, perfect	
	all participles	
	present, future, perfect	
	gerund	
	gerundive	
	supine	

Grammatical Features (cont)

Part of Speech	Grammatical Form	Example(s)
Adverbs	• regular comparison • positive • comparative • superlative irregular comparison • positive • comparative • superlative	*late, celeriter* *latius, celerius* *latissime, celerrime* *bene, male, paulum, multum, magnopere, diu* *melius* *optime*
Prepositions	governing accusative case governing ablative cases	*in villam, ad villam* *in villa, e villa*
Conjunctions	coordinating subordinating	*et* *ut, postquam, cum, quod, si*
Interjections		*eheu, en*

8.6.1.2   Grammatical Usage

Grammatical Form	Usage	Example(s)
Nouns Nominative Case	subject complement	*Marcus currit* *Cornelia est filia, dies fit nox*
Accusative Case	direct object of verb governed by a preposition subject of indirect statement motion 'towards' length of time distance/measurement exclamation	*te amo* *ad villam* *scripsit se venire* *Romam* *tres dies* *murus est tres pedes altus* *o fortunatam rem publicam!*

Grammatical Form	Usage	Example(s)
Nouns (cont) Genitive Case	possessive partitive value descriptive (quality) dependent on verbs dependent on adjectives	*horti <u>Caesaris</u>* *magna pars <u>militum</u>, plus <u>vini</u>* *servum unius <u>assis</u> aestimat* *vir <u>summae virtutis</u>* *<u>fidei</u> memini* *<u>laudis</u> cupidus*
Dative Case	indirect object of a verb advantage/disadvantage agent (used with gerundives) interest possession predicative dependent on verbs dependent on adjectives	*<u>Fabio</u> consilium dedit* *<u>mihi</u> cenam coxit, <u>mihi</u> cenam abstulit* *<u>mihi</u> efficiendum est* *difficile est <u>mihi</u>* *villa est <u>mihi</u>* *res <u>impedimento</u> erat* *appropinquare <u>oppido</u>* *aptus <u>mihi</u>*
Ablative Case	governed by a preposition manner description respect place time instrument / agent / means cause separation comparison origin dependent on verbs dependent on adjectives ablative absolute	*in <u>villa</u>* *<u>summa celeritate</u> intravit* *vir <u>barba promissa</u>* *<u>aetate</u> provectus* *<u>terra marique</u>* *<u>tertio anno</u>* *<u>gladio</u> interfectus* *<u>a Fabio</u> interfectus* *<u>calliditate</u> interfectus* *<u>fame</u> mortuus* *<u>Londinio</u> profecta est* *Caesar est maior <u>Crasso</u>* *<u>clarissimo patre</u> creatus* *utor <u>gladio</u>* *dignus <u>laude</u>* *<u>clade accepta</u>* *<u>me duce</u>*
Locative Case	place 'at' or 'in'	*<u>Romae</u>, <u>domi</u>*

Grammatical Form	Usage	Example(s)
Nouns in apposition	all cases except locative	
Verbs	historic present	*prima luce signo dato multitudo…<u>instruitur</u>*
	historic infinitive	*<u>diripi</u> tecta…<u>inici</u> ignes*
	impersonal	*mihi venire <u>licet</u>*
	impersonal passive of intransitive verbs	*hic <u>pugnatum est</u>*

8.6.1.3 Grammatical Constructions

Type of Clause	Verb	Example(s)
principal		
statement	indicative	*Cicero hoc fecit*
	subjunctive	*at Cicero hoc faceret*
question	indicative	*quid fecit Cicero?*
	subjunctive	*quid faciamus?*
command	imperative	*hoc fac!*
	subjunctive	*hoc facias!*
wish	indicative	*hoc facere volo*
	subjunctive	*(utinam) ne hoc facias!*
subordinate – adverbial		
temporal	indicative	*ubi Marcus casam aedificavit*
	subjunctive	*antequam hostes non caperent*
causal	indicative	*quoniam Marcus casam non confecerat*
	subjunctive	*cum Marcus casam conficiat*

Type of Clause	Verb	Example(s)
subordinate – adverbial (cont)		
concessive	indicative	*quamquam Marcus casam aedificavit*
	subjunctive	*cum Marcus fessus esset, currebat tamen quam celerrime*
purpose/final	subjunctive	*puer domum redit ut patrem videat*
consecutive/result	subjunctive	*puer adeo timebat ut aufugerit*
conditional	indicative	*si hoc fecisti, stultus fuisti*
	subjunctive	*si hoc fecisses, stultus fuisses*
comparison	indicative	*tot amicos habeo quot tu habes*
	subjunctive	*se gessit tamquam consul fuisset*
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*

8.7   Study of Literature

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

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

- describe and analyse the style or effect of an extract

- understand the terms commonly used in notes and commentaries on Classical texts

- understand that Classical authors were invariably trained in rhetorical techniques and used them consciously, confident that their audience would recognise and appreciate them.

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

8.7.1 Stylistic Features

Technical term	Explanation	Example
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*)
allusion	reference to a person, place, story etc, which the reader is assumed to know	*Saturnia* [=Juno, daughter of Saturn], *Alcides* [=Hercules]
analogy	comparison or parallel underlying a simile or metaphor	Turnus is compared to various wild animals (Virgil, *Aeneid XII*)
anaphora	repetition of word or phrase at the beginning of several clauses or sentences	*nihil agis, nihil moliris, nihil cogitas*... (Cicero, *In Catilinam I.3.8*)
antithesis	contrasting words or phrases balanced against one another	*amantem iniuria talis cogit amare magis, sed bene velle minus* (Catullus*, 72*)

Technical term	Explanation	Example
apostrophe	address to person, place or abstract quality as an aside from the narrative	*ante, pudor, quam te violo aut tua iura resolvo* (Virgil, *Aeneid IV.27*)
archaism	an old form of a word used to create an effect of solemnity or pathos	*olli sedato respondit corde Latinus* (Virgil, *Aeneid XII.18*)
assonance	repetition of similar vowel sounds in two or more words	*quae quondam in bustis aut culminibus desertis* *nocte sedens serum canit importuna per umbras* (Virgil, *Aeneid XII.863-4*)
asyndeton	omission of conjunctions	*omnia patefacta, illustrata, oppressa, vindicata* (Cicero, *In Catilinam I.13.32*)
chiasmus	contrast of phrases by reversal of word order	*dividimus muros et moenia pandimus urbis* (Virgil, *Aeneid II.234*)
ellipsis	the omission of word(s) necessary for the grammatical structure of a sentence	*domum meam relinquendam [sc.esse] putarem* (Cicero, *In Catilinam I.7.17*)
epithet	an adjective or phrase commonly associated with a noun, conveying a special quality or characteristic	*pius Aeneas; infelix Dido* (Virgil, *Aeneid*)
hendiadys	phrase with two components which amount to one concept	*Turni de vita et sanguine certant* (Virgil, *Aeneid XII.765*)
hyperbaton	alteration of natural order of words, displacement of word outside its phrase or clause	*…per omnes* *te deos oro* (Horace, *Odes I.8.1–2*)

Technical term	Explanation	Example
hyperbole	deliberate exaggeration not intended to be taken literally	*non modo Romae, sed nec ullo in angulo totius Italiae* (Cicero, *In Catilinam II.4.8*)
interjection	a sudden phrase or word that interrupts the grammatical progress of the sentence	*mirabile dictu* (Virgil, *Aeneid I.439*)
litotes	expressing an idea through its negative, eg 'not bad' meaning 'good'	*haud mollia* (Virgil, *Aeneid IX.804, XII.25*)
meiosis	deliberate understatement	*nec genus indecores* (Virgil, *Aeneid XII.25*)
metaphor	an implied comparison; words or expressions literally belonging to one subject, but used of another to create an image	*Corinthum patres vestri, totius Graeciae lumen, exstinctum esse voluerunt* (Cicero, *Pro Lege Manilia II*)
metonymy	a proper noun or an associated word used for a whole concept	*implentur veteris Bacchi pinguisque ferinae* (Virgil, *Aeneid I.215*)
onomatopoeia	words whose sound imitates the sound being described	*sibila lambebant linguis vibrantibus ora* (Virgil, *Aeneid II.211*)
oxymoron	combination of contradictory terms in one phrase	dura quies (Virgil, *Aeneid X.745, XII.309*)
personification (prosopopoeia)	a non-human addressed or spoken of as a person	*si mecum patria…si cuncta Italia, si omnis res publica sic loquatur* (Cicero, *In Catilinam I.11.27*)
polysyndeton	using more conjunctions than necessary	*quae…vobis exponam…ut et quanta et quam manifesta et qua ratione investigata et comprehensa sint vos…scire possitis* (Cicero, *In Catilinam III.1.3*)

Technical term	Explanation	Example
rhetorical question	question asked for effect, where no answer is expected	*quo usque tandem abutere, Catilina, patientia nostra?* (Cicero, *In Catilinam I.1.1*)
simile	comparison introduced by terms such as *velut, similis* or *qualis*	*qualis mugitus, fugit cum saucius aram* *taurus et incertam excussit cervice securim* (Virgil, *Aeneid II.223,4*)
synecdoche	the part standing for the whole	<u>*tectum*</u> *omne tenebant* (Virgil, *Aeneid III.757*)
transferred epithet	agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity	*dum Capitolio* *regina dementes ruinas* *…parabat* (Horace, *Odes I.37*)
tricolon	a series of three similar phrases or clauses, often building up in intensity or length	*cum quiescunt, probant, cum patiuntur, decernunt, cum tacent, clamant* (Cicero, *In Catilinam I.8.21*)
zeugma	the linking of two words or expressions with a single word which, strictly speaking, cannot apply to both	*omnis hic locus acervis corporum et civium sanguine redundavit* (Cicero, *In Catilinam III.10.24*)

8.7.2 Glossary of Literary Terms

bathos	anticlimax: descent from the grand to the trivial
climax	a high point of effect led up to gradually; the culmination of a series of ideas, events or expressions
connotation	the implicit or associated meanings of a word
convention	an accepted literary practice or tradition
device	a stylistic feature
diction	the deliberate choice and arrangement of words
didactic	designed to instruct
epic	long narrative poem in lofty style involving both mortal heroes and supernatural forces in large-scale events, written in hexameter verse in Greek and Latin
figurative language	language that departs from the literal standard meaning in order to achieve a special effect eg metaphor, personification, simile
imagery	use of stylistic features to create a word picture
irony	the use of words that convey a sense or attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand
mood	an emotional atmosphere created by the author

paradox	a statement which seems contradictory but which reveals a coherent truth
pathos	the creation of pity or sorrow in the reader
rhetoric	the presentation of ideas in a persuasive manner using such stylistic features as anaphora, hyperbole or rhetorical question
structure	how the text is put together – development of theme, sections, word order
theme	an underlying idea, which may be sustained throughout the text
tone	the attitude and/or the feeling writers express through their choice of words or literary devices

8.7.3 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.

Eg:

9   Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite

- 120 indicative hours are required to complete the course

- texts and a number of thematic focus areas are prescribed for study.

10 Post-school Opportunities

The study of Latin provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The study of Latin directly links with courses in Classics, Ancient History and Archaeology in universities, from undergraduate studies through to postdoctoral research. The study of Latin vocabulary, language and literature links directly with tertiary courses in literature, linguistics, languages (English and languages other than English), medicine, the sciences, and law. The key competencies developed in the study of Latin provide components of competence in industry.

In addition, the study of Latin assists students to prepare for employment and for full and active participation as citizens.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Latin Continuers syllabus is contained in *Assessment and Reporting in Latin Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Latin Continuers are available on the BOSTES website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/latin-continuers.html.