



**Latin  
K-10**

**Syllabus**

June 2003

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# 1 Introduction

## 1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Latin K–10 Syllabus* contributes to the curriculum and to the student’s achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Latin K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can

provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Years 10 to 11.

The syllabus also assists students to maximise their achievement in Latin through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

## **1.2 Students with Special Education Needs**

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

### **Life Skills**

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

### **Access to Life Skills outcomes and content in Years 7–10**

A decision to allow a student to access the Latin Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Latin K–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Latin Years 7–10 Life Skills outcomes and content, it is important to identify strategies and resource requirements that will assist in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Latin Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

### **Life Skills assessment**

Each student undertaking a Latin Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Latin Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

## 2 Rationale

‘... achieving proficiency in other languages is one of the great learning experiences in the human condition ... the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia.’ (Australian Language and Literacy Council, 1996, *Language Teachers: The Pivot of Policy*, Australian Government Publishing Service, Canberra, p 3)

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. Even limited experience of language learning is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity. The study of an inflected language enables students to demonstrate precision of thought and clarity of expression and to develop skills in critical and analytical thinking. The satisfaction of engaging with the study of Latin will contribute to a student’s intellectual enrichment.

Students’ knowledge of the development of language and literature, and their appreciation of ancient and modern cultures and civilisations, are enhanced by the study of classical languages.

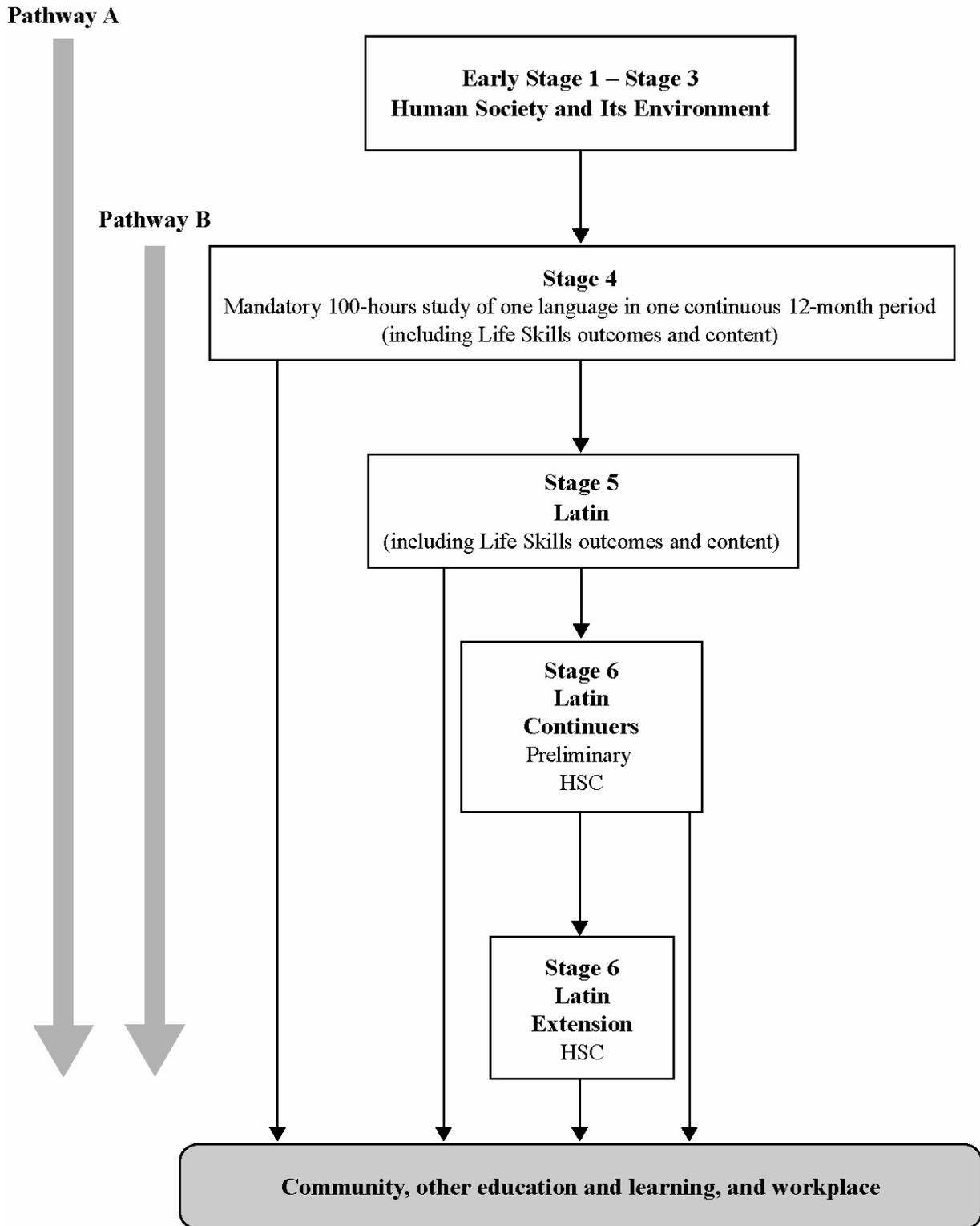
The language of this syllabus is the Latin spoken and written by the Roman people who established an empire that encompassed the Mediterranean region, Europe and the Middle East from about 100 BC. This language has had a profound impact on the vocabulary and grammar of European languages, as well as on the culture, literature and institutions of communities around the world.

Latin can be seen as the key to the Romance languages – French, Italian, Portuguese, Romanian and Spanish – which derive most of their vocabulary and many grammatical features from Latin. Latin also underlies much of the formal and technical vocabulary used in modern English. In addition, the study of Latin allows students to appreciate the subtleties of a highly inflected language.

By studying Latin, students become familiar with ancient Roman culture and literature, more familiar than would be possible through studying translations alone. Students can also gain a unique understanding of Ancient History texts in Stage 6.

### 3 The Place of the Latin K–10 Syllabus in the Languages K–12 Curriculum

#### Pathways of Learning



## **Pathways**

At each stage languages teachers are often required to cater for a diverse range of learners. The two pathways provide a basis on which schools and teachers can design educational programs that reflect their particular circumstances.

An analysis of contemporary research and practice relevant to the teaching and learning of languages shows that the most effective delivery of languages courses is characterised by continuous, sequenced, high quality instruction. Systems, schools and teachers should consider the following factors when programming from this syllabus:

- the relationship between primary (K–6) and secondary schools
- the availability of appropriate teachers and resources
- philosophical and practical support for languages within the whole school curriculum
- consultation and ongoing relationships with the wider community
- application of contemporary pedagogical approaches
- identification of examples of best practice.

## **Parameters of the pathways**

Two pathways are identified for students in K–10. Students in either pathway must achieve some or all of the Stage 4 outcomes to meet the mandatory School Certificate requirements in the Languages key learning area.

The pathways are based on the assumptions that:

- students will benefit most from access to courses that are continuous, sequenced and of the highest quality
- stages of learning are not necessarily connected to the age of students. The cumulative nature of language learning makes it essential for students to have achieved the outcomes described for earlier stages, before progressing to the next stage.

## **Pathway A**

Pathway A reflects the learning that will take place for students who begin the study of a language in Early Stage 1–Stage 3 and continue that language through to Stages 4–5. It identifies a developmental sequence of learning that takes place as knowledge, understanding and skills in other areas of the K–10 curriculum are developed.

Students in this pathway bring knowledge and understanding of, and skills in, the language to their secondary studies which differentiate them from students who commence the study of the language in Pathway B. Through sustained experience of the language in Stages 1–5 students develop an understanding of the nature of the language and how to learn it with increasing independence.

## **Pathway B**

Pathway B reflects the learning that will take place for students who have established many of the general learning strategies that are needed to ensure progress in the compulsory years of schooling. This pathway may be regarded as a more compact version of Pathway A and presumes 200–300 hours of study in the language in Stages 4–5. Schools and teachers should ensure that programming for students at this level takes account of any prior experience, including the study of languages other than the one being studied in this pathway. The outcomes described for Stages 1–3 should be regarded as the basis for the development of knowledge, understanding and skills in Latin in subsequent stages. The professional

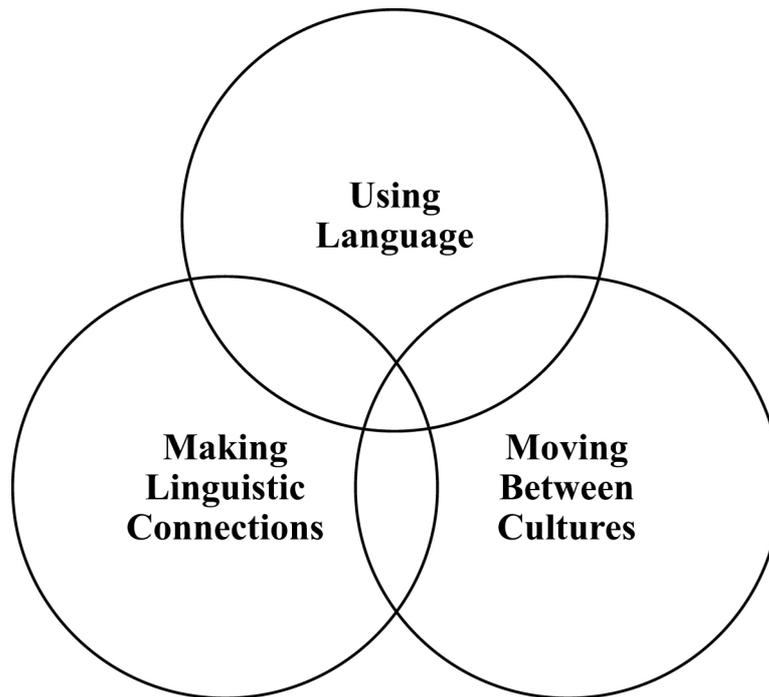
judgement of teachers is crucial in determining the learning opportunities that should be provided in order to enable students to achieve outcomes described for later stages.

Pathway B is an opportunity to build language programs that encourage students to develop an interest in learning languages and that extend and refine the level of their knowledge and the skills of reading, analysing and translating in Latin.

## **4 Aim**

The aim of the *Latin K–10 Syllabus* is to enable students to develop skills in reading, analysing and translating, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

## 5 Objectives



Each objective describes the active commitment students will make to the acquisition of skills in reading, analysing and translating Latin, and to the development of knowledge and understanding of the language and culture of the ancient Roman world. The effective delivery of Latin will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

### **Objective – Using Language**

Students will develop knowledge, understanding and skills in reading, analysing and translating Latin.

### **Objective – Making Linguistic Connections**

Students will explore the nature of languages as systems by making comparisons between Latin and English, developing an understanding of the correct application of linguistic structures and vocabulary.

### **Objective – Moving Between Cultures**

Students will develop knowledge of the culture of ancient civilisations and an understanding of the relationship of language and culture, thereby encouraging reflection upon their own cultural heritage and the influence of the classical world on the modern world.

## 6 Outcomes

### Stage 1 (including Early Stage 1)

The outcomes described for Stage 1 should be regarded as setting the basis for the further development of knowledge, understanding and skills in Latin in subsequent stages.

<b>Using Language</b> Reading and Responding Analysing  Translating	<b>1.UL.1</b> <b>1.UL.2</b>  <b>1.UL.3</b>	A student: reads aloud words in Latin recognises and responds to words and phrases in Latin in a familiar situation demonstrates developing skills in translation by recognising and copying words in Latin
<b>Making Linguistic Connections</b>	<b>1.MLC.1</b> <b>1.MLC.2</b>	recognises the variety of language systems explores ways in which meaning is conveyed in Latin
<b>Moving Between Cultures</b>	<b>1.MBC.1</b> <b>1.MBC.2</b>	demonstrates awareness of cultural diversity identifies cultural practices in the ancient Roman world.

### Stage 2

The outcomes described for Stage 2 should be regarded as the basis for the further development of knowledge, understanding and skills in Latin in subsequent stages. The outcomes for Stage 1 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 2.

<b>Using Language</b> Reading and Responding  Analysing Translating	<b>2.UL.1</b>  <b>2.UL.2</b> <b>2.UL.3</b>	A student: reads well-rehearsed language patterns of Latin in familiar learning situations identifies and responds to Latin words and phrases in context recognises and translates, from Latin into English, words and phrases linked to familiar contexts
<b>Making Linguistic Connections</b>	<b>2.MLC.1</b> <b>2.MLC.2</b>	explores relationships between languages identifies ways in which meaning is conveyed in Latin
<b>Moving Between Cultures</b>	<b>2.MBC.1</b> <b>2.MBC.2</b>	recognises the link between culture and a sense of identity identifies connections between ancient Roman culture and language use.

### Stage 3

The outcomes described for Stage 3 should be regarded as the basis for the further development of knowledge, understanding and skills in Latin in subsequent stages. The outcomes for Stages 1–2 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 3.

<p><b>Using Language</b> Reading and Responding Analysing  Translating</p>	<p><b>3.UL.1</b> <b>3.UL.2</b> <b>3.UL.3</b></p> <p>A student: reads short passages, recognising words and phrases in Latin identifies words, their inflections, and language structures of simple Latin sentences translates short passages of Latin, containing familiar vocabulary, into clear English</p>
<p><b>Making Linguistic Connections</b></p>	<p><b>3.MLC.1</b> <b>3.MLC.2</b></p> <p>recognises the function of the relationship between words in a simple sentence identifies patterns and features of language by making comparisons with Latin</p>
<p><b>Moving Between Cultures</b></p>	<p><b>3.MBC.1</b> <b>3.MBC.2</b></p> <p>demonstrates awareness of cross-cultural influences on language and culture demonstrates understanding of significant cultural practices in the ancient Roman world.</p>

### Stage 4

The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in Latin in subsequent stages. The outcomes for Stages 1–3 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 4.

<p><b>Using Language</b> Reading and Responding Analysing  Translating</p>	<p><b>4.UL.1</b> <b>4.UL.2</b> <b>4.UL.3</b></p> <p>A student: reads passages of Latin, recognising language structures analyses grammatical structures used in simple sentences in extended passages of Latin translates sentences in extended passages from Latin to fluent English</p>
<p><b>Making Linguistic Connections</b></p>	<p><b>4.MLC.1</b> <b>4.MLC.2</b></p> <p>recognises the function of the relationship between words and structures explains the way in which meaning is conveyed by comparing and describing structures of Latin</p>
<p><b>Moving Between Cultures</b></p>	<p><b>4.MBC.1</b> <b>4.MBC.2</b></p> <p>demonstrates understanding of the interdependence of language and culture demonstrates knowledge of key features of the culture of the ancient Roman world.</p>

## Stage 5

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Latin in Stage 6. The outcomes for Stages 1–4 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 5.

<b>Using Language</b> Reading and Responding  Analysing  Translating	<b>5.UL.1</b>	A student: reads extended passages of Latin, recognising language structures and overall meaning
	<b>5.UL.2</b>	analyses familiar grammatical structures of complex sentences in extended passages of Latin
	<b>5.UL.3</b>	translates passages of Latin into fluent and idiomatic English
<b>Making Linguistic Connections</b>	<b>5.MLC.1</b>	demonstrates understanding of the nature of languages as systems by describing linguistic features
	<b>5.MLC.2</b>	demonstrates the ways in which meaning is conveyed by exploring features and structures of Latin
<b>Moving Between Cultures</b>	<b>5.MBC.1</b>	explores the relationship of language and culture, as manifested in a range of texts and contexts
	<b>5.MBC.2</b>	identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.

## Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

## Stage 5 Extension

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes.

<b>Using Language</b> Reading and Responding Translating	<b>5.UL.4</b>	A student: reads, analyses and evaluates extracts of original Latin
	<b>5.UL.5</b>	demonstrates advanced skills in translating
<b>Making Linguistic Connections</b>	<b>5.MLC.3</b>	engages in discussion about linguistic issues
	<b>5.MLC.4</b>	analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect
<b>Moving Between Cultures</b>	<b>5.MBC.3</b>	evaluates and demonstrates the importance of moving between cultures
	<b>5.MBC.4</b>	evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.

## 7 Content

### 7.1 Organisation of Content

The *Latin K–10 Syllabus* provides for a continuum of learning from Kindergarten to Year 10.

#### Content in K–6

The study of languages in K–6 is a component of the K–6 HSIE key learning area (KLA) and consists of a core element and an optional element. The core element is embedded in the cultures outcomes in the K–6 HSIE syllabus and focuses on learning *about* languages and learning about the world *through* languages. The optional element focuses on *learning to use a language to communicate*. The study of languages in K–6 can be used to enrich student learning and also to contribute to the achievement of the K–6 HSIE cultures outcomes.

The content of the optional elements of the study of Latin in K–6 is described in the *learn about* and *learn to* statements in sections 7.2, 7.3 and 7.4.

#### Essential Content in Stage 4 and Stage 5

The content is expressed in the form of *learn about* and *learn to* statements connected to the course outcomes listed in section 6. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Latin and demonstrate the outcomes. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the indicative hours.

The essential content consists of a mandatory 100-hours study of one language over one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content (see section 7.5), is a requirement for the award of the School Certificate.

Latin may also be studied as an elective course for the School Certificate. The essential content described for Stage 5 Latin has been designed to be addressed by a typical student within an indicative time of 200 hours. The School Certificate will report on student achievement judged against Stage 5 outcomes and content (see section 7.6).

The syllabus outcomes can be demonstrated through a range of contexts determined by the classroom teacher to take account of the needs, resources and facilities of the school and its community.

#### Additional Content

The acquisition of a language is a cumulative process. At each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values and attitudes. Students may be encouraged to progress beyond the essential content described in sections 7.5 and 7.6 in order to broaden and deepen their knowledge, understanding and skills and to extend their interest in the language.

Additional content may be provided by teachers to cater for the individual learning needs of students. It may also be provided by schools that offer a course of Latin study in excess of the mandatory 100 hours in Stage 4. Additional content may be addressed by providing students with:

- access to a wider range of vocabulary and grammatical structures
- increased opportunities to develop more advanced translation skills
- a deeper knowledge and understanding of languages as systems
- enhanced insights into the relationship between language and culture.

Additional content is neither essential nor a prerequisite for further study.

### **Extension Outcomes and Content**

Extension outcomes and content (see section 7.7) provide further opportunities for very able students to progress beyond the Stage 5 content. Stage 5 Extension is intended to cater for the individual learning needs of students who are gifted and talented in Latin. Extension outcomes and content are designed to broaden and deepen students' knowledge, understanding and skills and to extend their interest in the language.

Extension outcomes and content are neither essential nor a prerequisite for further study.

### **Life Skills**

Life Skills outcomes and content are in section 8.

### **Cross-curriculum Content**

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. Cross-curriculum content is incorporated in the content of the *Latin K–10 Syllabus* in the ways described below. Students' experience in the mandatory course may be further enriched by the cross-curriculum content provided for the K–6 and elective sections of the syllabus.

### **Information and Communication Technologies (ICT)**

The learning of languages is enriched through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

In K–6, ICT skills to be learnt and developed are:

- using word-processing skills to produce texts
- using software packages to cater for individual learning needs.

In the 100-hours mandatory study of a language, specific ICT skills to be learnt and developed are:

- collecting and interpreting electronic information
- demonstrating knowledge of ethics in regard to the use of technology to communicate information.

In the elective course, the ICT skill to be learnt and developed is:

- accessing up-to-date information about the ancient Roman world to enhance classroom learning.

### **Work, Employment and Enterprise**

Young people need to be prepared for living and learning in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Latin, young people develop skills that equip them for participation in a range of work settings.

In K–6, the skill to be learnt and developed is:

- working in teams to communicate effectively with others.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising and identifying the contributions of Latin to the language of the world of work
- clear thinking and expression and the ability to analyse and solve problems in the workplace.

In the elective course, the skill to be learnt and developed is:

- applying their knowledge of Latin to a variety of work environments.

### **Civics and Citizenship**

Through the study of Latin, students gain skills, knowledge and understanding that will equip them to participate in the global community. They learn about what it means to have a sense of identity within the environment of multicultural Australia.

In K–6, skills to be learnt and developed are:

- recognising the importance of symbols to create a sense of identity
- understanding the evolution of social practices.

In the 100-hours mandatory study of Latin, skills to be learnt and developed are:

- understanding the importance of tradition to a sense of cultural identity
- identifying and reflecting on representations of culture in the ancient Roman world
- identifying ways in which the culture and achievements of the ancient Romans have influenced the modern world.

In the elective course, skills to be learnt and developed are:

- demonstrating ways to show respect for others by participating in activities associated with the customs and practices of the ancient Roman world
- recognising differences in cultural behaviour.

### **Difference and Diversity**

Through the study of Latin, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about the different viewpoints, customs and traditions of the ancient Roman world, as well as characteristics that are common to all people.

In K–6, skills to be learnt and developed are:

- identifying similarities and appreciating differences in daily life in diverse communities
- exploring the significance of particular cultural values and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising the importance of culture and cultural awareness
- recognising how culturally appropriate behaviour and language are used in diverse contexts.

In the elective course, skills to be learnt and developed are:

- discussing and comparing the values and beliefs of diverse cultures
- developing appreciation of attitudes and practices of diverse cultures.

### **Gender**

Through the study of Latin, students learn about the roles and contributions of women and men in the ancient Roman world.

In K–6, the skill to be learnt and developed is:

- comparing aspects of traditional and contemporary lifestyles including gender roles.

In the 100-hours mandatory study of Latin, skills to be learnt and developed are:

- identifying generalisations about women and men in the ancient Roman world
- identifying and explaining features of traditional and contemporary lifestyles in relation to gender including the roles and contributions of women and men.

In the elective course, the skill to be learnt and developed is:

- explaining cultural references regarding the roles of women and men in texts such as fiction and film.

### **Key Competencies**

Key competencies are embedded in Latin K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Latin and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the skills necessary for translation
- **planning and organising activities** through acknowledging the organisation of patterns and structures to convey information and express ideas
- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing and translating texts
- **using technology** through collecting and interpreting electronic information.

### **Literacy**

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Latin provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as Latin.

In K–6, skills to be learnt and developed are:

- recognising features of written language
- comparing and identifying connections between languages, such as word order and sentence construction
- identifying the link between the vocabularies of Latin and other languages.

In the 100-hours mandatory study, skills to be learnt and developed are:

- using metalanguage to describe structures and features of language
- exploring grammatical systems to appreciate how languages work
- recognising that grammatical concepts serve particular functions and represent part of the system of language
- identifying specific patterns and rules such as word construction, word order and tenses.

In the elective course, the skill to be learnt and developed is:

- analysing aspects of language in order to identify and explain structures and patterns in text.

### **Multiculturalism**

Through the study of Latin students are encouraged to reflect on their own cultural heritage and on the contributions of ancient civilisations to modern Australian society. Students learn to appreciate people of diverse cultural and linguistic backgrounds.

In K–6, skills to be learnt and developed are:

- engaging directly in cultural activities and re-enactments at school
- recognising ways in which people express their culture such as through music, traditional dress and celebrations
- reflecting on influences in local culture such as restaurants, religions and festivals
- participating in activities associated with the customs and practices of the ancient Roman world.

In the 100-hours mandatory study, skills to be learnt and developed are:

- understanding the evolution of cultural practices
- recognising that language and behaviour reflect important aspects of culture.

In the elective course, the skill to be learnt and developed is:

- identifying and analysing ways in which culture is reflected in language use.

### **Numeracy**

In their study of Latin students draw on their knowledge of particular contexts and circumstances in deciding when to use mathematics. Students of Latin use their numeracy skills in everyday situations.

In K–6, the skill to be learnt and developed is:

- recognising the meanings of symbols such as number and measurement.

In the 100-hours mandatory study, skills to be learnt and developed are:

- understanding the use of Latin letters in mathematics
- applying logical thinking to the development of ideas.

In the elective course, skills to be learnt and developed are:

- recording, organising and presenting material in different formats such as tables
- using analytical methods to make judgements about the relevance of detail in texts.

Across the K–10 curriculum there are other areas of cross-curriculum content, including Aboriginal and Indigenous, and Environment, that all students will experience through the mandatory curriculum.

## 7.2 Content for Stage 1 (including Early Stage 1)

### Stage 1 – Using Language

#### Reading and Responding

<b>Outcome 1.UL.1:</b> A student reads aloud words in Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the importance of listening attentively to pronunciation and intonation</li> <li>the importance of pronunciation of words</li> <li>the relationship between printed text and corresponding sounds and meanings.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>discriminate between sounds and relate them to specific meanings, eg <i>pater, mater</i></li> <li>develop pronunciation skills, eg by reciting, repeating words and phrases in context</li> <li>recognise symbols, words and phrases of the language in print.</li> </ul>

#### Analysing

<b>Outcome 1.UL.2:</b> A student recognises and responds to words and phrases in Latin in a familiar situation.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the importance of listening</li> <li>the variety of contexts in which familiar words can be identified</li> <li>the identification of words and phrases in Latin.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>listen actively</li> <li>identify and respond to key words and phrases in context, eg rhymes, games</li> <li>associate language with known actions and objects, eg <i>salve, salvete, quid agis? quid agitis?</i></li> </ul>

#### Translating

<b>Outcome 1.UL.3:</b> A student demonstrates developing skills in translation by recognising and copying words in Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>symbol formation when copying words</li> <li>ways of recognising words in context</li> <li>features and functions of multimedia used to recognise and copy words</li> <li>the meanings of words.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>reproduce symbols, by tracing and copying</li> <li>develop recognition skills in context, eg by matching words and pictures, labelling objects, completing speech bubbles</li> <li>recognise and copy words using a range of media, eg greeting cards, posters</li> <li>translate Latin words in familiar situations, eg <i>exit</i>.</li> </ul>

## Stage 1 – Making Linguistic Connections

<b>Outcome 1.MLC.1:</b> A student recognises the variety of language systems.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>the variety of languages used in the modern world</li><li>familiar concepts that are expressed across languages and cultures.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>be aware of the various sounds and symbols of languages in the community</li><li>recognise the various ways in which familiar concepts are expressed, eg speech, greetings.</li></ul>
<b>Outcome 1.MLC.2:</b> A student explores ways in which meaning is conveyed in Latin.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>principles of the spoken language</li><li>features of the written language.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>recognise and reproduce sounds in Latin</li><li>recognise written words in Latin, eg matching pictures to words, listening to simple Latin phrases.</li></ul>

## Stage 1 – Moving Between Cultures

<b>Outcome 1.MBC.1:</b> A student demonstrates awareness of cultural diversity.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• cultural characteristics of the local community</li><li>• characteristics that all people share as well as some of the differences</li><li>• visible representations of cultural identity</li><li>• exploring cultural diversity using a range of media.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• identify places of cultural significance, eg markets, restaurants, places of worship</li><li>• recognise ways in which people express their culture, eg music, food, games, celebrations</li><li>• recognise symbols of identity, eg flags, maps, traditional dress, landmarks</li><li>• gather information about diverse cultures, eg from posters, media.</li></ul>
<b>Outcome 1.MBC.2:</b> A student identifies cultural practices in the ancient Roman world.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• significant aspects of culture in social interaction</li><li>• symbols and practices that reflect places and events of importance to the ancient Roman world</li><li>• similarities and differences between local lifestyles and those of the ancient Roman world.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• recognise specific customs and traditions in social interaction, eg greetings, gestures</li><li>• explore cultural symbols and practices, eg through games, stories, myths, songs</li><li>• compare aspects of their own life (eg food, family) with those of the ancient Roman world.</li></ul>

## 7.3 Content for Stage 2

### Stage 2 – Using Language

#### Reading and Responding

<b>Outcome 2.UL.1:</b> A student reads well-rehearsed language patterns of Latin in familiar learning situations.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>the features of familiar words</li> <li>the role of prior knowledge when attempting to understand sentences</li> <li>the importance of pronunciation of words and phrases.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>read words and phrases</li> <li>locate familiar words and phrases in sentences</li> <li>listen to and repeat words and phrases with attention to pronunciation and intended meaning.</li> </ul>

#### Analysing

<b>Outcome 2.UL.2:</b> A student identifies and responds to Latin words and phrases in context.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>sources of support to enhance comprehension</li> <li>the importance of identifying the meaning and function of words and phrases in sentences</li> <li>the importance of correct language structures.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>use teacher cues, visual stimuli, word lists and charts to support and enhance comprehension</li> <li>identify words and phrases in context</li> <li>identify language structures, eg verb forms, noun endings.</li> </ul>

#### Translating

<b>Outcome 2.UL.3:</b> A student recognises and translates, from Latin into English, words and phrases linked to familiar contexts.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>the use of supports to assist translation</li> <li>key features of the writing system</li> <li>features of words in familiar contexts</li> <li>application of vocabulary and grammatical features when translating.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>refer to charts, tables, word lists to access vocabulary</li> <li>recognise the difference between word stem and word ending, eg <i>puell-a</i></li> <li>identify the features of words</li> <li>translate words and phrases, demonstrating knowledge of vocabulary and grammatical features.</li> </ul>

## Stage 2 – Making Linguistic Connections

<b>Outcome 2.MLC.1:</b> A student explores relationships between languages.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the existence of rules in language use</li><li>• similarities and differences between languages</li><li>• influences of globalisation on languages.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• compare and identify connections between languages, eg word order, parts of speech</li><li>• identify similarities and differences between languages, eg inflections, word placement</li><li>• identify words drawn from other languages, eg <i>café</i>, <i>kindergarten</i>, <i>data</i>, <i>circus</i>.</li></ul>
<b>Outcome 2.MLC.2:</b> A student identifies ways in which meaning is conveyed in Latin.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• features of language that convey meaning</li><li>• the meanings conveyed by familiar words and phrases.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• identify features of the language, eg pronunciation, word endings</li><li>• recognise familiar expressions in Latin, eg <i>vale</i>, <i>valet</i>.</li></ul>

## Stage 2 – Moving Between Cultures

<p><b>Outcome 2.MBC.1:</b> A student recognises the link between culture and a sense of identity.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• features of lifestyles and belief systems in diverse communities</li> <li>• the importance of symbols in creating a sense of identity</li> <li>• the importance of learning about different cultural activities which contribute to a sense of cultural identity</li> <li>• respect for others when talking about culture and lifestyle.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• identify similarities and appreciate differences in daily life in diverse communities</li> <li>• relate visible expressions of identity to ancient Roman life, eg flags, maps, traditional dress, landmarks</li> <li>• participate in cultural activities and re-enactments, eg banquet</li> <li>• contribute to class discussions about diverse practices across cultures.</li> </ul>
<p><b>Outcome 2.MBC.2:</b> A student identifies connections between ancient Roman culture and language use.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• aspects of ancient Roman culture</li> <li>• the connection between Latin and English</li> <li>• Latin expressions used in English.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• recognise technical vocabulary, eg <i>toga</i>, <i>villa</i></li> <li>• identify familiar English words derived from Latin, eg November, library</li> <li>• identify Latin expressions used in English, eg etc, am, pm.</li> </ul>

## 7.4 Content for Stage 3

### Stage 3 – Using Language

#### Reading and Responding

<b>Outcome 3.UL.1:</b> A student reads short passages, recognising words and phrases in Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>reading to understand purpose, context and main ideas</li> <li>ways to use contextual clues and prior knowledge to predict the meaning of new words</li> <li>ways in which resources can be used to enhance comprehension.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of purpose, context and main ideas</li> <li>deduce the meanings of unfamiliar words from context</li> <li>access available resources to assist in comprehending a text, eg word lists, glossaries, dictionaries.</li> </ul>

#### Analysing

<b>Outcome 3.UL.2:</b> A student identifies words, their inflections and language structures of simple Latin sentences.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the function of words</li> <li>functions of inflections to convey meaning</li> <li>language structures.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>identify parts of speech, eg noun, verb, adjective</li> <li>identify the inflections used and their purpose, eg noun cases, verb endings</li> <li>identify language structures and their correct grammatical terms.</li> </ul>

#### Translating

<b>Outcome 3.UL.3:</b> A student translates short passages of Latin, containing familiar vocabulary, into clear English.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>language structures encountered in short passages of Latin that contain simple sentences</li> <li>referring to resources.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>apply specific rules of grammar and appropriate vocabulary to translate short passages of Latin into English</li> <li>use available resources to support the translation of short passages, eg word lists, grammar textbooks.</li> </ul>

### Stage 3 – Making Linguistic Connections

<b>Outcome 3.MLC.1:</b> A student recognises the function of the relationship between words in a simple sentence.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>the importance of paradigms and their link to the function of words</li><li>the importance of understanding the function of inflections.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>identify inflections, eg noun, verb</li><li>recognise the function of words in a simple sentence, using knowledge of inflections.</li></ul>
<b>Outcome 3.MLC.2:</b> A student identifies patterns and features of language by making comparisons with Latin.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>the link between the vocabularies of Latin and other languages</li><li>principles of word order and patterns used for specific functions.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>identify English derivations from Latin, eg dormitory, horticulture</li><li>make connections and comparisons between languages, eg word order, parts of speech.</li></ul>

### Stage 3 – Moving Between Cultures

<p><b>Outcome 3.MBC.1:</b> A student demonstrates awareness of cross-cultural influences on language and culture.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>changes that have occurred in languages through cross-cultural contact</li> <li>traditional and contemporary practices across cultures</li> <li>the dynamic nature of language and culture</li> <li>social practices across cultures.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>identify the way words are incorporated from one language into another, eg technology, science, medicine</li> <li>reflect on influences of traditional culture and contemporary culture, eg festivals, religions, architecture, art</li> <li>recognise how languages and cultures have evolved historically and continue to evolve, eg through social change, English borrowings</li> <li>understand the evolution of social practices, eg wedding ceremony, legal system.</li> </ul>
<p><b>Outcome 3.MBC.2:</b> A student demonstrates understanding of significant cultural practices in the ancient Roman world.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>significant cultural practices of the ancient Roman world</li> <li>ways to show appreciation for the cultural practices of the ancient Roman world</li> <li>the influence of cultural practices on the modern world</li> <li>aspects of classical belief systems and customs.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>describe significant cultural practices of the ancient Roman world, eg daily routine, slavery and freedmen, education, entertainment, house and household, dress</li> <li>participate in activities associated with customs and practices in the ancient Roman world, eg banquets, slave auction</li> <li>identify ways in which ancient Roman cultural practices have influenced the modern world</li> <li>compare aspects of classical and contemporary lifestyles including gender roles, eg family.</li> </ul>

## 7.5 Content for Stage 4

### Stage 4 – Using Language

#### Reading and Responding

<b>Outcome 4.UL.1:</b> A student reads passages of Latin, recognising language structures.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>reading and locating main ideas</li> <li>rules of pronunciation</li> <li>applying appropriate expression</li> <li>the importance of correct phrasing and expression to convey meaning.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>read and locate main ideas and significant words which convey meaning</li> <li>apply rules of pronunciation when reading aloud</li> <li>use appropriate phrasing to demonstrate understanding</li> <li>convey the meaning of sentences, using appropriate phrasing and intonation.</li> </ul>

#### Analysing

<b>Outcome 4.UL.2:</b> A student analyses grammatical structures used in simple sentences in extended passages of Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>grammatical structures used in simple sentences</li> <li>ways to analyse structure of passages.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>identify grammatical structures used, eg nouns, verbs, adjectives</li> <li>analyse the purpose of the structures, eg noun cases, verb endings.</li> </ul>

#### Translating

<b>Outcome 4.UL.3:</b> A student translates sentences in extended passages from Latin to fluent English.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the importance of close analysis of extended passages before translating</li> <li>linguistic structures in Latin</li> <li>use of prior knowledge of vocabulary to deduce the meaning of unfamiliar vocabulary</li> <li>access to vocabulary in translating extended passages</li> <li>organisation of relevant structures in translating extended passages.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>analyse the inflections of words and structures in extended passages before translating</li> <li>translate into fluent English, demonstrating knowledge of vocabulary and structures</li> <li>deduce the meaning of unfamiliar vocabulary</li> <li>use available resources to access vocabulary, eg word lists, dictionary, websites</li> <li>organise structures to develop a fluent English translation.</li> </ul>

## Stage 4 – Making Linguistic Connections

<p><b>Outcome 4.MLC.1:</b> A student recognises the function of the relationship between words and structures.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• specific grammatical concepts that operate across languages</li> <li>• metalanguage to describe the structures and features of language.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• recognise that grammatical concepts serve particular functions and represent part of the system of language</li> <li>• explore grammatical systems to appreciate how languages work, eg identify grammar terms, word order, tenses, case usage.</li> </ul>
<p><b>Outcome 4.MLC.2:</b> A student explains the way in which meaning is conveyed by comparing and describing structures of Latin.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• idiomatic expressions</li> <li>• specific rules, patterns and word construction, word order and sentence structure</li> <li>• ways of conceptualising and representing patterns and systems in language.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• recognise that some words and concepts cannot be literally translated, eg <i>mihi est villa</i></li> <li>• describe and compare specific characteristics of the language, eg grammatical rules and structures</li> <li>• develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices, websites, drill exercises.</li> </ul>

## Stage 4 – Moving Between Cultures

<b>Outcome 4.MBC.1:</b> A student demonstrates understanding of the interdependence of language and culture.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the significance of the changes that have occurred in languages through cross-cultural contact</li> <li>ways in which language and behaviour reflect important aspects of the culture.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>understand the way words are used to create words in other languages, eg paternal, excavate, computer</li> <li>identify words and phrases in Latin that encapsulate aspects of culture, eg <i>pater familias</i>.</li> </ul>

<b>Outcome 4.MBC.2:</b> A student demonstrates knowledge of key features of the culture of the ancient Roman world.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the importance of tradition to a sense of cultural identity and diversity within the culture</li> <li>representations of the ancient Roman world and culture</li> <li>classical mythology</li> <li>the contribution of ancient Roman civilisation to modern society</li> <li>collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>identify and explain features of lifestyle, eg home life, education and literature, religious practices, economy, slavery, the role of women</li> <li>identify generalisations about people and culture, questioning stereotypes, such as heroes, eg in text, mass media</li> <li>recognise the influence of classical mythology, eg art, literature, advertising</li> <li>identify ways in which the culture and achievements of the ancient Romans have contributed to the modern world, eg religion, political systems, social systems</li> <li>research and present information on the ancient Roman world using a range of information and communication technologies.</li> </ul>

### Life Skills

For some students with special needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

## 7.6 Content for Stage 5

### Stage 5 – Using Language

#### Reading and Responding

<b>Outcome 5.UL.1:</b> A student reads extended passages of Latin, recognising language structures and overall meaning.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• complex language structures</li> <li>• ways of constructing sentences for specific purposes</li> <li>• linguistic choices made in passages to influence listeners</li> <li>• ways to demonstrate understanding of passages</li> <li>• semantic differences to convey ideas.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• read passages of Latin, recognising complex language structures and the overall meaning, eg synthetic Latin, original Latin</li> <li>• identify purpose, eg to inform, persuade, and distinguish between main and subordinate clauses</li> <li>• evaluate the impact of linguistic choices made to achieve communication goals, eg to inform, persuade or entertain</li> <li>• read passages with appropriate tone, demonstrating an understanding of the overall meaning, eg voice modulation, appropriate pauses</li> <li>• explore the diversity of style, eg direct speech, indirect speech, poetic forms.</li> </ul>

#### Analysing

<b>Outcome 5.UL.2:</b> A student analyses familiar grammatical structures of complex sentences in extended passages of Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• grammatical structures used in complex sentences</li> <li>• ways to analyse grammatical structures of complex sentences</li> <li>• the manipulation of structure, format and choice of vocabulary to achieve specific purposes</li> <li>• responding to the tone and style of language.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• identify and explain grammatical structures used, eg indirect questions, indirect commands</li> <li>• analyse grammatical structures used in complex sentences, eg purpose clause, result clause, relative clause</li> <li>• identify the manipulation of particular structures and choice of vocabulary to achieve specific purposes</li> <li>• respond to the style and tone of extended passages.</li> </ul>

Translating

<b>Outcome 5.UL.3:</b> A student translates passages of Latin into fluent and idiomatic English.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of close analysis of complex structures before translating Latin</li><li>• complex language structures</li><li>• selecting appropriate vocabulary to reflect the tone and style of the passage</li><li>• manipulating knowledge of vocabulary</li><li>• resources available to enhance or promote independent learning.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• analyse the complex structures in extended passages of Latin before translating, eg synthetic Latin, original Latin</li><li>• translate extended passages into fluent and idiomatic English demonstrating knowledge and applying analysis of complex structures</li><li>• translate into fluent and idiomatic English, selecting appropriate vocabulary to reflect the tone and style of the passage</li><li>• deduce the meaning of unfamiliar vocabulary by manipulating knowledge of familiar vocabulary</li><li>• develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists, grammar references, commentaries, websites.</li></ul>

## Stage 5 – Making Linguistic Connections

<b>Outcome 5.MLC.1:</b> A student demonstrates understanding of the nature of languages as systems by describing linguistic features.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>ways to explain and analyse features of language in use, and their relationship to the system</li><li>the need for consistent application of grammatical rules and conventions.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>analyse aspects of language in order to identify and explain structures and patterns in passages</li><li>use metalanguage to explain linguistic structures and textual features encountered in text.</li></ul>
<b>Outcome 5.MLC.2:</b> A student demonstrates the way in which meaning is conveyed by exploring features and structures of Latin.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>metalanguage to explain features of Latin language</li><li>metalanguage used to explain grammatical structures of Latin</li><li>meaning conveyed in words</li><li>stylistic features used to convey meaning.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>use metalanguage to explain features of the Latin language</li><li>use metalanguage to explain grammatical structures</li><li>analyse ways in which words are constructed, eg how words are modified by inflection for different grammatical functions</li><li>describe some stylistic features, eg repetition, exaggeration, ellipsis, asyndeton.</li></ul>

## Stage 5 – Moving Between Cultures

<p><b>Outcome 5.MBC.1:</b> A student explores the relationship of language and culture, as manifested in a range of texts and contexts.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• cultural concepts and ways in which they are reflected in language and behaviour</li> <li>• the value of developing respect for and appreciation of other cultures</li> <li>• the contribution of diverse cultures to the modern world.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• identify and analyse ways in which culture is reflected in language use in diverse contexts</li> <li>• discuss and compare the values and beliefs of diverse cultures</li> <li>• reflect on attitudes and practices that differ from their own.</li> </ul>
<p><b>Outcome 5.MBC.2:</b> A student identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• cultural, social and historical features of the ancient Roman world</li> <li>• cultural, social and historical values and attitudes of the ancient Roman world</li> <li>• cultural, historical and social references found in Latin passages</li> <li>• resources available to locate and select information about cultural, historical and social features of the ancient Roman world.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• identify, explain and discuss cultural, social and historical features, eg battles, conquests, republic, empire, provinces</li> <li>• identify, explain and discuss cultural, social and historical values and attitudes, eg <i>virtus</i>, <i>pietas</i>, <i>dignitas</i></li> <li>• question and discuss the cultural, social and historical references in Latin passages being studied, eg <i>patronus</i>, <i>cliens</i></li> <li>• identify, explain and discuss information selected from a variety of sources, eg information and communication technologies.</li> </ul>

## 7.7 Content for Stage 5 Extension

### Stage 5 Extension – Using Language

#### Reading and Responding

<b>Outcome 5.UL.4:</b> A student reads, analyses and evaluates extracts of original Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• literary devices</li> <li>• the effect of literary devices used</li> <li>• use of syntax</li> <li>• distinction between prose and verse usage</li> <li>• genre and style</li> <li>• diversity of styles used by various authors</li> <li>• rules of scansion in dactylic hexameter.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• analyse literary devices, eg metonymy, litotes</li> <li>• evaluate the purpose and value of the literary devices identified</li> <li>• analyse use of syntax for literary effect, eg asyndeton, hypallage</li> <li>• discuss the use of Latin syntax for effect, eg brevity of verb forms, periodic structure</li> <li>• recognise and discuss genres, eg historical prose, rhetorical prose</li> <li>• explore and discuss different styles employed by Latin authors</li> <li>• scan dactylic hexameter.</li> </ul>

#### Translating

<b>Outcome 5.UL.5:</b> A student demonstrates advanced skills in translating.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• elements of prose style</li> <li>• manipulation of familiar grammatical structures</li> <li>• prose composition</li> <li>• advanced skills of translation</li> <li>• procedures for independent translation of passages of Latin.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• be aware of the limitations of Latin syntax, eg noun dependence, participial usage</li> <li>• apply grammatical structures to translate sentences from English into Latin</li> <li>• translate several linked sentences from English into Latin</li> <li>• translate original Latin extracts into clear English, retaining the emphasis of the original text</li> <li>• translate unfamiliar passages of Latin into clear English.</li> </ul>

### Stage 5 Extension – Making Linguistic Connections

<p><b>Outcome 5.MLC.3:</b> A student engages in discussion about linguistic issues.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the investigation of complex structures and features through discussion</li> <li>the various ways of translating complex structures</li> <li>the various ways linguistic features are used to create nuance</li> <li>independent use of a variety of linguistic resources.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>analyse complex structures and features to refine translations</li> <li>identify and articulate linguistic problems and formulate plausible solutions</li> <li>translate reflecting the tone of the author</li> <li>refine use of linguistic resources by comparing a variety of resources, eg dictionaries, grammar references, commentaries, websites.</li> </ul>
<p><b>Outcome 5.MLC.4:</b> A student analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>diverse stylistic effects</li> <li>the adaptation of linguistic features by authors for a particular purpose or audience</li> <li>the effect of linguistic features on meaning and purpose of text.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>select, describe and explain appropriate linguistic stylistic structures and features, in order to create a particular effect</li> <li>describe and explain appropriate linguistic structures and features used for a specific purpose or context, eg to persuade, convince</li> <li>distinguish between fact and opinion and recognise layers of meaning, eg bias, humour.</li> </ul>

### Stage 5 Extension – Moving Between Cultures

<b>Outcome 5.MBC.3:</b> A student evaluates and demonstrates the importance of moving between cultures.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>the advantages of cross-cultural awareness and understanding</li><li>acceptance of diverse attitudes and practices through reflection and discussion</li><li>the importance of different cultural values.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>analyse values, attitudes and beliefs of diverse cultures</li><li>demonstrate ways in which to show respect for attitudes and practices that differ from their own</li><li>demonstrate an appreciation of the social, religious, historical and literary context of original text through development of precision of thought.</li></ul>
<b>Outcome 5.MBC.4:</b> A student evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>texts of Latin authors in translation</li><li>the existence of concepts relevant to cultural, social and historical features of the ancient Roman world.</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>discuss cultural, social and historical features of the ancient Roman world based on readings of Latin authors in translation</li><li>question and critically analyse influences of cultural, social and historical features as evident in a range of passages of original Latin.</li></ul>



Part of speech	Grammatical Form	Example(s)
<b>Adjectives (cont)</b>	<p>Case</p> <ul style="list-style-type: none"> <li>Nominative</li> <li>Vocative</li> <li>Accusative</li> <li>Genitive</li> <li>Dative</li> <li>Ablative</li> </ul> <p>Declension</p> <ul style="list-style-type: none"> <li>1st/2nd</li> <li>3rd</li> </ul> <p>Degree</p> <ul style="list-style-type: none"> <li>Positive</li> <li>Comparative</li> <li>Superlative</li> </ul> <p>Irregular Comparison</p> <p>Demonstrative</p> <p>Possessive</p> <p>Numerical</p> <ul style="list-style-type: none"> <li>Cardinal: 1–100</li> <li>Ordinal: 1st–20th</li> </ul>	<p><i>iratus -a -um</i> <i>fortis -e</i></p> <p><i>iratus -a -um</i> <i>fortis -e</i> <i>irator -ius</i> <i>fortior -ius</i> <i>iratissimus -a -um</i> <i>fortissimus -a -um</i></p> <p><i>magnus maior maximus</i> <i>parvus minor minimus</i> <i>bonus melior optimus</i> <i>malus peior pessimus</i> <i>multus plus plurimus</i></p> <p><i>hic</i> <i>ille</i> <i>is</i></p> <p><i>meus, tuus, noster, vester, (suus)</i></p> <p><i>unus</i> <i>primus</i></p>
<b>Pronouns</b>	<p>Number</p> <ul style="list-style-type: none"> <li>Singular</li> <li>Plural</li> </ul> <p>Gender</p> <ul style="list-style-type: none"> <li>Masculine</li> <li>Feminine</li> <li>Neuter</li> </ul> <p>Case</p> <ul style="list-style-type: none"> <li>Nominative</li> <li>Vocative</li> <li>Accusative</li> <li>Genitive</li> <li>Dative</li> <li>Ablative</li> </ul>	



Part of speech	Grammatical Form	Example(s)
Verbs (cont)	<p>Mood</p> <p>Indicative</p> <p>Present</p> <p>Future</p> <p>Imperfect</p> <p>Perfect</p> <p>Future Perfect</p> <p>Pluperfect</p> <p>Subjunctive</p> <p>Present</p> <p>Imperfect</p> <p>Perfect</p> <p>Pluperfect</p> <p>Imperative</p> <p>Positive</p> <p>Negative</p> <p>Infinitive</p> <p>Present</p> <p>Perfect</p> <p>Future</p> <p>Participles</p> <p>Present</p> <p>Perfect</p> <p>Future</p>	<p><i>voco</i></p> <p><i>vocabo</i></p> <p><i>vocabam</i></p> <p><i>vocavi</i></p> <p><i>vocavero</i></p> <p><i>vocaveram</i></p> <p><i>voce</i></p> <p><i>vocarem</i></p> <p><i>vocaverim</i></p> <p><i>vocavissem</i></p> <p><i>voca, vocate</i></p> <p><i>noli vocare, nolite vocare</i></p> <p><i>vocare, vocari</i></p> <p><i>vocavisse, vocatus -a -um esse</i></p> <p><i>vocaturus -a -um esse, vocatum iri</i></p> <p><i>vocans -antis</i></p> <p><i>vocatus -a -um</i></p> <p><i>vocaturus -a -um</i></p>
Adverbs	<p>Function</p> <p>Modifying verbs, adjectives, adverbs</p> <p>Degree</p> <p>Positive</p> <p>Comparative</p> <p>Superlative</p> <p>Irregular Comparison</p>	<p><i>irate, fortiter</i></p> <p><i>iratus, fortius</i></p> <p><i>iratissime, fortissime</i></p> <p><i>magnopere magis maxime</i></p> <p><i>paulum minus minime</i></p> <p><i>bene melius optime</i></p> <p><i>male peius pessime</i></p> <p><i>multum plus plurimum</i></p>

Syntax	Grammatical form	Grammatical usage	Example(s)
<b>Cases</b>	Nominative	subject of finite verb Complement with <i>esse</i> Apposition	<i>Marcus clamat.</i> <i>Melissa est ancilla.</i> <i>rex, senex, advenit.</i>
	Vocative	Address Apposition	<i>Quinte, festina!</i> <i>Marce, mi fili, responde!</i>
	Accusative	Direct object of a verb Governed by preposition Duration of time Exclamation Apposition	<i>Anna Iuliam videt.</i> <i>ad villam</i> <i>tres dies</i> <i>o me miserum!</i> <i>servum Clementem voco.</i>
	Genitive	Possession Partitive Descriptive (quality) Apposition	<i>pecunia mercatoris</i> <i>plus laboris</i> <i>vir ingenii optimi</i> <i>adventus domini Salvii</i>
	Dative	Indirect object of a verb  Dependent on a verb Possession Apposition	<i>Publius mercatori pecuniam dedit.</i> <i>mater filiae credit.</i> <i>nomen est mihi amico Fabio faveo.</i>
	Ablative	Governed by preposition Place Time Accompaniment Agent Instrument Means Separation Comparison Apposition	<i>in villa</i> <i>terra marique</i> <i>tertio anno</i> <i>cum Lucio</i> <i>a milite interfectus</i> <i>gladio interfectus</i> <i>calliditate interfectus</i> <i>servus e villa discessit.</i> <i>mare est altius flumine.</i> <i>ab amico Marco necatur.</i>
<b>Sentences</b>	Simple sentences	Statement Question <i>-ne</i> <i>utrum ... an</i>  Command Positive Imperative Negative Imperative	<i>puella ad villam festinavit.</i>  <i>potesne laborare?</i> <i>Publius utrum Marci an Lucii frater est?</i>  <i>pueri, laborate!</i> <i>ancillae, nolite dormire!</i>
	Compound sentence		<i>puellae matrem audiunt et ad atrium festinant.</i>
	Complex sentence		<i>Anna, quae est Marciae soror, est miserrima.</i>

Syntax	Grammatical form	Grammatical usage	Example(s)
<b>Subordinate Clauses</b>	Temporal	<i>ubi</i> with indicative <i>cum</i> with subjunctive	<i>ubi agricola casam aedificavit</i> <i>cum dominus advenisset</i>
	Concessive	<i>quamquam</i> with indicative	<i>quamquam Lucius erat fessus</i>
	Purpose/final	Positive: <i>ut</i> with subjunctive Negative: <i>ne</i> with subjunctive	<i>servi in atrio convenerunt ut verba domini audirent.</i> <i>ad villam contendere ne tardus essem.</i>
	Result/consecutive	Positive: <i>ut</i> with subjunctive Negative: <i>ut ... non</i> with subjunctive	<i>pueri tam fessi erant ut in villa manerent.</i> <i>amphora tam gravis erat ut servi eam portare non possent.</i>
	Causal	<i>quod</i> with indicative	<i>quod Lucius erat iratus</i>
	Relative	<i>qui</i> with indicative	<i>Alexander, qui est mercator Graecus, est probus.</i>
	Indirect Command	<i>ut</i> with subjunctive: positive <i>ne</i> with subjunctive: negative	<i>iuvenis amicis persuasit ut contenderent.</i> <i>me monuit ne redirem.</i>
	Indirect Question	Interrogative with subjunctive	<i>custos nesciebat quis appropinquaret.</i>
	Conditional	<i>si/nisi</i> with indicative	<i>si hoc fecisti, fortis fuisti.</i>

## 7.9 Vocabulary

By the end of Stage 5 students are expected to recognise and use the vocabulary on this and the following pages. The vocabulary list should be read in conjunction with the content of the syllabus. Vocabulary should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

### Nouns

#### 1st declension

##### *Masculine*

agricola	nauta	poeta
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##### *Feminine*

adulescentia	dea	fuga	poena	umbra
amica	domina	hasta	pompa	unda
amphora	epistula	hora	porta	via
ancilla	fabula	insula	puella	victima
aqua	fama	lingua	pugna	villa
ara	femina	luna	ripa	vita
cena	filia	matrona	sententia	
columba	flamma	mensa	silva	
columna	forma	patria	taberna	
culina	fortuna	pecunia	terra	

#### 2nd declension

##### *Masculine*

ager	coquus	gladius	morbus	socius
amicus	denarius	hortus	murus	umerus
animus	deus	legatus	nuntius	ventus
annus	dominus	liber	oculus	vir
anulus	equus	libertus	patronus	
campus	faber	locus	populus	
captivus	filius	maritus	puer	
cibus	fundus	modus	servus	

##### *Neuter*

aedificium	imperium	saxum
amphitheatrum	mandatum	signum
atrium	negotium	silentium
auxilium	odium	spectaculum
bellum	officium	telum
castra	oppidum	templum
consilium	ornamentum	tergum
cubiculum	periculum	theatrum
donum	plaustrum	triclinium
exitium	praemium	vinum
forum	regnum	
frumentum	remedium	

**3rd declension**

*Masculine*

centurio	frater	labor	pater	senex
clamor	gladiator	leo	pes	timor
eques	homo	mercator	pons	victor
finis	hospes	miles	princeps	
flos	imperator	mons	rex	
fons	iudex	mos	senator	

*Feminine*

arbor	fortitudo	mater	oratio	urbs
auctoritas	gens	mors	pars	uxor
civitas	hiems	multitudo	pax	virtus
consuetudo	legio	navis	potestas	voluntas
deditio	lex	nox	soror	
fames	lux	nubes	tempestas	

*Neuter*

agmen	corpus	litus	nomen	vulnus
animal	iter	mare	tempus	

*Common*

canis	custos	exsul	iuvenis	
civis	dux	hostis	sacerdos	

**4th declension**

*Masculine*

adventus	equitatus	gemitus	portus	usus
cantus	exercitus	impetus	sonitus	
currus	exitus	metus	tumultus	

*Feminine*

domus	manus			
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*Neuter*

cornu	genu			
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**5th declension**

*Masculine*

dies

*Feminine*

acies	fides	res	spes	
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## Verbs

### 1st conjugation

aestimare	collocare	incitare	nuntiare	sperare
agitare	comparare	intrare	orare	stare
amare	dare	invitare	ornare	superare
ambulare	delectare	iuvare	parare	temptare
appropinquare	desperare	laborare	portare	verberare
cantare	excitare	laudare	postulare	vituperare
celare	expectare	liberare	praestare	vocare
celebrare	festinare	mandare	pugnare	vulnerare
cenare	fugare	mutare	putare	
circumspectare	gustare	narrare	rogare	
clamare	habitare	navigare	servare	
cogitare	imperare	necare	spectare	

### 2nd conjugation

augere	exercere	latere	parere	sedere
commovere	favere	manere	persuadere	sustinere
complere	flere	monere	placere	tacere
debere	habere	movere	prohibere	tenere
delere	iacere	nocere	respondere	terrere
docere	implere	obsidere	retinere	timere
dolere	iubere	obtinere	ridere	videre

### 3rd conjugation

addere	coquere	emittere	permittere	rumpere
agere	credere	fallere	petere	scribere
agnoscere	currere	fluere	ponere	statuere
amittere	defendere	gerere	premere	tangere
ascendere	desistere	imponere	promittere	tollere
bibere	dicere	intellegere	quaerere	trahere
cadere	dimittere	mittere	reddere	vendere
cogere	discedere	occidere	regere	vertere
concedere	ducere	ostendere	relinquere	vincere
contendere	emere	pellere	resistere	vivere
accipere	cupere	excipere	incipere	rapere
capere	efficere	facere	interficere	recipere
conficere	effugere	fugere	obicere	respicere
conspicere	eicere	iacere	praeficere	suscipere

### 4th conjugation

advenire	dormire	reperire
aperire	haurire	revenire
audire	impedire	scire
comperire	invenire	sentire
consentire	munire	servire
convenire	nescire	venire
custodire	pervenire	vincire
desilire	punire	

**Additional**

abesse	adire	ferre	nolle	redire
abire	esse	inferre	perire	superesse
adesse	exire	ire	posse	velle

**Prepositions**

**Governing ablative**

a(b)	de	in	sine
cum	e(x)	pro	sub

**Governing accusative**

ad	circum	inter	praeter	trans
ante	contra	per	prope	
apud	in	post	propter	

**Adjectives**

**1st/2nd declension**

aeger	cunctus	iratus	multus	reliquus
altus	defessus	laetus	noster	sacer
antiquus	densus	latus	notus	securus
barbarus	dexter	liber	novus	sordidus
benignus	durus	longus	nudus	suus
bonus	extremus	maestus	obscurus	tacitus
carus	fessus	magnus	parvus	tuus
certus	fidus	malus	pauci	vacuus
ceterus	firmus	manifestus	pius	varius
clarus	frigidus	medius	placidus	vastus
commodus	geminus	meus	pulcher	verus
contentus	ignotus	miser	rarus	vester

**3rd declension**

acer	dulcis	gravis	levis	sapiens
audax	facilis	humilis	militaris	tenuis
brevis	felix	inanis	mirabilis	tristis
celer	fidelis	inermis	mortalis	utilis
crudelis	fortis	ingens	nobilis	
difficilis	gracilis	lenis	omnis	

**Demonstrative**

ille, illa, illud  
 hic, haec, hoc  
 is, ea, id

**Pronouns**

ego (nos)	ipse, ipsa, ipsum	qui, quae, quod
tu (vos)	quis, quid	se

**Adverbs**

adeo	etiam	ibi	numquam	semper
antea	facile	igitur	nunc	simul
bene	ferè	illic	paene	statim
celeriter	ferociter	illinc	paulisper	subito
circiter	fortiter	illuc	paulum	tam
cotidie	frustra	inde	postea	tamen
cras	graviter	intente	postremo	tandem
cur	heri	interea	postridie	tum
deinde	hic	interim	quo	ubi
denique	hinc	ita	quoque	ubique
diligenter	hodie	mox	rursus	umquam
diu	huc	non	saepe	unde
eo	iam	nondum	satis	undique

**Conjunctions**

**Coordinating**

an	autem	et...et	nec	-que
aut	enim	itaque	neque	sed
aut...aut	et	nam	neque...neque	

**Subordinating**

antequam	postquam	quod	simulac	ubi
cum	quamquam	si	simul atque	ut

**Interjections**

ecce	eheu	euge	o
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## 8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Latin by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Latin Life Skills outcomes and content across a variety of school and community contexts.

### 8.1 Outcomes

Objectives	Outcomes
Using Language	A student: LS.UL.1 recognises words and phrases in Latin LS.UL.2 translates from Latin into English
Making Linguistic Connections	LS.MLC.1 recognises internationally shared signs, symbols and words LS.MLC.2 explores ways in which meaning is conveyed in Latin
Moving Between Cultures	LS.MBC.1 experiences cultural diversity LS.MBC.2 recognises the contribution of the ancient Roman world to Australian society.

## 8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

### Objective – Using Language

<b>LS.UL.1</b> A student recognises words and phrases in Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• words and phrases in a variety of contexts</li> <li>• new words and phrases in a variety of contexts</li> <li>• the relationship between printed words and symbols and their sounds and meanings.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• listen to words, phrases and simple sentences to identify meaning, eg associate a word with a picture</li> <li>• identify known words and phrases, eg in songs, rhymes</li> <li>• read whole words, phrases and simple sentences, eg in mottos, on art, craft and crests</li> <li>• recognise when new words and phrases are used</li> <li>• use cues to support understanding of new words and phrases</li> <li>• recognise printed words and symbols in Latin, eg on flashcards</li> <li>• read and understand new words in Latin, eg combine cards to make words, phrases or sentences.</li> </ul>
<b>LS.UL.2</b> A student translates from Latin into English.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• key features of the writing system</li> <li>• features and conventions of written text</li> <li>• ways to translate written texts in a variety of contexts.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• practise writing words using models</li> <li>• use scaffolds to translate Latin into English, eg model texts and sample sentence patterns</li> <li>• refer to charts or lists to access vocabulary to assist translation, eg design a family crest/motto, create a poster using internet or CD-ROM.</li> </ul>

## Objective – Making Linguistic Connections

<b>LS.MLC.1</b> A student recognises internationally shared signs, symbols and words.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>signs, symbols and words that have the same meaning internationally</li> <li>cross-cultural influences on language.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>identify symbols and signs that can be used cross-culturally, eg male/female, poison, airport, no entry, no eating or drinking</li> <li>identify international logos, eg transport, sport, food, clothing</li> <li>identify words from other cultures that are in common use in Australia, eg kindergarten, pizza, café, circus</li> <li>identify words that are used cross-culturally, eg computer, internet, Olympic, marathon.</li> </ul>
<b>LS.MLC.2</b> A student explores ways in which meaning is conveyed in Latin.	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>paralinguistic devices to support communication</li> <li>communication of meaning in nonverbal ways</li> <li>the relationship between written words and their corresponding sounds and meanings</li> <li>ways of conveying meaning through written communication.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>recognise the use of tone, pitch, volume, intonation, and stress in interpreting and expressing meaning when others are reading aloud</li> <li>identify the meaning conveyed by gestures and facial expressions, eg waving, shaking hands</li> <li>respond to gestures and facial expressions, eg waving in response, offering hand in response</li> <li>recognise that written words represent sounds</li> <li>explore diverse forms of written communication, eg words, diagrams, maps, drawings, phrases, sentences, inscriptions</li> <li>recognise written words in Latin, eg by matching pictures with words.</li> </ul>

## Objective – Moving Between Cultures

<p><b>LS.MBC.1</b> A student experiences cultural diversity.</p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• cultural characteristics of the school community</li> <li>• the importance of cultural celebrations</li> <li>• the diversity of cultural expression</li> <li>• cultural features of the local community</li> <li>• diversity of cultural values and practices</li> <li>• the importance of respect for the culture and lifestyle of others.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• identify culture(s) represented in the school community, eg survey of cultures represented in the classroom</li> <li>• recognise that different cultures have different languages</li> <li>• recognise visual representations of culture(s), eg flags, maps, costumes</li> <li>• locate countries of origin, eg on world map/globe</li> <li>• identify features of the culture(s), eg food, music, dance, games, celebrations</li> <li>• participate in cultural activities, eg bring/prepare and eat food, play traditional games, make posters about festivals</li> <li>• explore the diversity of cultural practices, eg mythology, drama, dance, songs and music, traditional dress, art and craft</li> <li>• identify local places of cultural significance, eg markets, restaurants, places of worship, memorials</li> <li>• visit local places of cultural significance, eg restaurants/cafés, museums and galleries</li> <li>• recognise that there are culturally appropriate expressions and behaviour for particular contexts, eg greetings, language and gesture, modes of address, meal etiquette</li> <li>• recognise how culturally appropriate language and behaviour are used in formal and informal contexts, eg with peers, family, teachers</li> <li>• contribute to class discussions about cultural practices across cultures</li> <li>• demonstrate respect for diverse cultural practices, eg accepting differences in how people dress and speak, and in what they eat, believe and celebrate.</li> </ul>

**LS.MBC.2** A student recognises the contribution of the ancient Roman world to Australian society.

**Students learn about:**

- features of lifestyles and belief systems in the ancient Roman world
- the contribution of the ancient Roman world to modern society.

**Students learn to:**

- identify features of ancient Roman lifestyle, eg family structure and roles, festivals and celebrations
- compare aspects of their own lifestyles and beliefs (eg food, faith, family) with those of the ancient Roman world
- identify the ways in which the ancient Roman world has contributed to the Australian way of life, eg food, clothing, dance, art, drama, festivals
- explore achievements which involved major contributions from the ancient Roman world, eg arts, sciences, architecture, festivals.

## **9 Continuum of Learning in Latin K–10**

### **9.1 Stage Statements**

Stage statements illustrate the continuum of learning in the *Latin K–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

#### **Stage 1 (including Early Stage 1)**

Students of Latin who have progressed through Stage 1 show a growing awareness of the existence of languages and cultures other than their own. They relate what they know of their world, including their own backgrounds and those of their friends and classmates, and demonstrate ways in which they celebrate their diversity. They recognise and describe ways in which other languages and cultures have an impact on their lives, including aspects of music, art and craft, stories, travel and traditions that learners at this stage can articulate.

These students have learnt through incidental and orchestrated play situations. They have learnt much through imitation and repetition, in particular through rhyme, song and gesture. At this stage students often imitate Latin words and phrases without necessarily understanding their meaning. Students have relied heavily on teacher support.

These students recognise key features of Latin and respond to familiar words with strong support from the teacher. This stage is characterised by a focus on the power of language to express ideas and to have fun discovering words that connect languages.

Students select some words, phrases and symbols that convey specific meaning in Latin and copy them from a text. They are aware that patterns are a key aspect of language learning. They recognise that language is a means of communication for meaning and understanding. Consequently they are becoming familiar with the role of context, audience and purpose in language acquisition.

Students are beginning to identify the application of Latin in modern languages and can appreciate some aspects of the ancient Roman world.

#### **Stage 2**

Students of Latin who have progressed through Stage 2 have developed an interest in exploring the world beyond their own experience and background. They generate questions for themselves and use a range of resources to seek the answers to such questions. They build upon their immediate awareness of the existence of languages and cultures other than their own and those of their friends and classmates. This growing awareness and desire to explore beyond their immediate experience will foster a developing respect for and understanding of the diversity and commonality that exist among cultures.

Students at Stage 2 are able to translate phrases and simple sentences in Latin, but rely heavily on modelling, rehearsal and teacher support. They begin to develop an understanding of the structure of Latin as well as a greater understanding of the way languages work as systems. Students have been provided with reading material and have engaged in translation tasks appropriate to their age.

At this stage there is a focus on listening and responding to Latin. Students are still reliant on familiar and modelled patterns and may use these to translate words, phrases or simple sentences. They have benefited from the opportunities to participate in practical activities and enjoy demonstrating what they know and can do in Latin.

Students are developing awareness of and some knowledge in identifying the application of Latin to modern languages as well as an understanding of the culture of the ancient Roman world.

### **Stage 3**

Students of Latin who have progressed through Stage 3 have developed an understanding of the values and practices of their own and other cultures. Students investigate various aspects of cultural and language practices and record and present them using a variety of communication strategies. Students have become aware of ways in which languages and cultures have evolved historically. Their awareness and desire to explore beyond their immediate experience have helped them to appreciate the diversity and commonality that exist among cultures.

Through a greater understanding of language systems, students at this stage are more confident in their ability to translate short passages of Latin, while still using the modelling and rehearsal that have been characteristic of their prior learning. Students are able to read Latin in familiar situations. They understand and respond to short texts based on simple language structures set in familiar contexts. They analyse simple sentence structures which include an increasing number of features of language.

Students are able to identify patterns and features of Latin by making comparisons with English and other modern languages and to understand and appreciate the influence of ancient Roman culture on modern cultural practices. They can research and report on cultural practices through the use of multimedia.

As a result of progressing through Stage 3, students are well placed to continue their study of language and can articulate what they have learnt in ways appropriate to their age.

### **Stage 4**

Students of Latin who have progressed through Stage 4 have discovered the relationship between the modern world and the world of ancient Rome.

Students have gained experience in finding English derivatives from Latin words, and can deduce the meanings of formal and technical English words by referring to their Latin roots. They have observed the similarities between Latin and its modern descendants, including English, Spanish, Portuguese, Italian and French. They have become more confident in using dictionaries and are becoming familiar with grammar and syntax.

Students understand passages of Latin that contain learnt structures and familiar vocabulary. They also draw on their prior knowledge of text organisation and language features to make sense of unfamiliar texts. They have understood and absorbed the conventions of a highly inflected language, observing the similarities and differences between Latin and modern English. Students are beginning to use metalanguage to explain grammatical features and structures and have an improved understanding of the way English works as a system. Students are aware of the aural impact of the language and the importance of correct phrasing and expression to convey meaning.

Students have learnt about significant cultural features of the ancient Roman world, and can recognise similar features in their daily lives. This provides students with a knowledge of the context within which the Latin language was spoken and written.

Students are also becoming familiar with the literature and mythology of the ancient Romans and have enjoyed stories that are basic to Western literature, art and theatre. They understand many of the references to ancient Roman mythology that appear in modern literature and other media.

Students at Stage 4 are conscious of the impact of cultural, social and linguistic aspects of their study of Latin on modern day society.

### **Stage 5**

Students of Latin who have progressed through Stage 5 have developed and extended their understanding of ancient Roman language and culture and are able to appreciate ancient Roman literature in its original language. In a wider application of their language studies, they are able to articulate ways in which languages work as systems and their enhanced literacy skills enable them to compare English and Latin. Because of their increased experience of the language and culture, students have developed a greater respect for and appreciation of the people, traditions and ways of life of the ancient Roman world.

Students have learnt the features and structures of complex Latin sentences. They read and respond to extended passages of Latin and translate them into fluent and idiomatic English. They have extended their knowledge of familiar words and have learnt to select appropriate vocabulary in translating. They have learnt to deduce the meaning of unfamiliar words by manipulating their prior knowledge.

Students have expanded their knowledge of the culture of the ancient Roman world and have learnt to identify, explain and discuss references to cultural, social and historical features of the ancient Roman world. They are able to apply the knowledge of these references to enhance their understanding of passages of Latin.

Students at Stage 5 are conscious of the ways in which their study of Latin and the culture of the ancient Roman world can be applied to many other parts of the curriculum.

## 10 Assessment

### 10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Latin contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

#### **Using standards to improve learning**

Teachers will be able to use standards in Latin as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Latin will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

### 10.2 Assessment for Learning

*Assessment for learning* in Latin is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Latin will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

## Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

### Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

### 10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Latin have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Latin Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

## **10.4 Choosing Assessment Strategies**

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Latin should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Latin it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Latin need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Latin to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Latin particularly lends itself to the following assessment techniques:

### **Translations**

Assessment activities might include drafts and completed versions of translations of Latin passages into English and translations of extended passages of Latin into English.

When this technique is used for assessment purposes students could be assessed on their ability to:

- demonstrate knowledge of vocabulary and structures
- deduce meaning of unfamiliar vocabulary
- organise structures to develop a fluent English translation
- demonstrate knowledge of the tone and style of the passages.

### **Responses to stimulus material**

Assessment activities might include reading extended passages of Latin for meaning, analysing grammatical features and structures of Latin sentences, analysing the features of words in Latin sentences and responding to the tone of a passage.

When this technique is used for assessment purposes students could be assessed on their ability to:

- locate main ideas and significant words
- identify purpose and distinguish between main and subordinate clauses
- identify and explain grammatical structures used for a specific purpose.

### **Inquiry-based research assignments and projects**

Assessment activities might include development of multimedia, texts and presentations about key features of the culture of the ancient Roman world.

When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and interpret information drawn from the internet, CD-ROMs and the library
- summarise information and ideas
- present material in diverse ways.

### **Peer assessment**

The study of Latin encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.

### **Self-assessment**

In the study of Latin students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect upon their progress towards the demonstration of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

## **11 Glossary**

cross-cultural	relating to the influence of diverse cultures on one another
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle
ellipsis	omission of a word
metalanguage	the language used to describe and discuss language (eg the language of grammar)
mnemonic	intending to assist memory (eg a rhyme or a formula)
multimedia	the combined use of media such as text, graphics, music, voice for communication purposes (eg in CD-ROMs, DVDs, videos, computer software)
orthography	the correctness of spelling
paralanguage	the systems of sounds and body language we use to express ourselves and to communicate with others, either in addition to or instead of words (eg using hands while talking, facial expressions, tone of voice)
realia	objects, artefacts, concrete examples of daily life
register	the use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate to another
scaffold	a framework, pattern or model to support the production of original text
sense of identity	an awareness of being an individual and a member of a group/groups, determined by characteristics, features or circumstances
symbols	letters, characters, marks, accents etc used to represent the written language; identifiable aspects of culture such as flags, artefacts, emblems, costumes, landmarks
text	the actual wording of anything written or spoken
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended unified works or series of related topics
youth culture	the shared beliefs, values, knowledge, creative activities, customs and lifestyle of groups of young people within societies