



Latin Extension

Stage 6

Syllabus

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

Original published version updated:
April 2006 - BoS Job Number 2006203

© 2000 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4572 X

2006203

Contents

1	The Higher School Certificate Program of Study	5
2	Rationale for Latin Extension in the Stage 6 Curriculum.....	6
3	Continuum of Learning for Latin Stage 6 Students	7
4	Aim	9
5	Objectives.....	9
6	Course Structure.....	10
7	Objectives and Outcomes.....	11
	7.1 Table of Objectives and Outcomes	11
8	Content.....	12
	8.1 Canon.....	13
	8.2 Rotation of Texts	14
	8.3 Vocabulary	14
	8.4 Dictionaries	14
	8.5 Grammar	15
9	Course Requirements.....	16
10	Post-school Opportunities.....	17
11	Assessment and Reporting.....	18
	11.1 Requirements and Advice	18
	11.2 Internal Assessment.....	19
	11.3 External Examinations.....	19
	11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses.....	20
	11.5 Assessment Components, Weightings and Tasks	21
	11.6 HSC External Examination Specifications.....	22
	11.7 Summary of Internal and External Assessment	23
	11.8 Summary of Examination Specifications	24
	11.9 Reporting Student Performance Against Standards.....	25

1 The Higher School Certificate Program of Study

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

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for Latin Extension in the Stage 6 Curriculum

The Latin Extension course aims to build on the knowledge and skills acquired in the Continuers course in Latin.

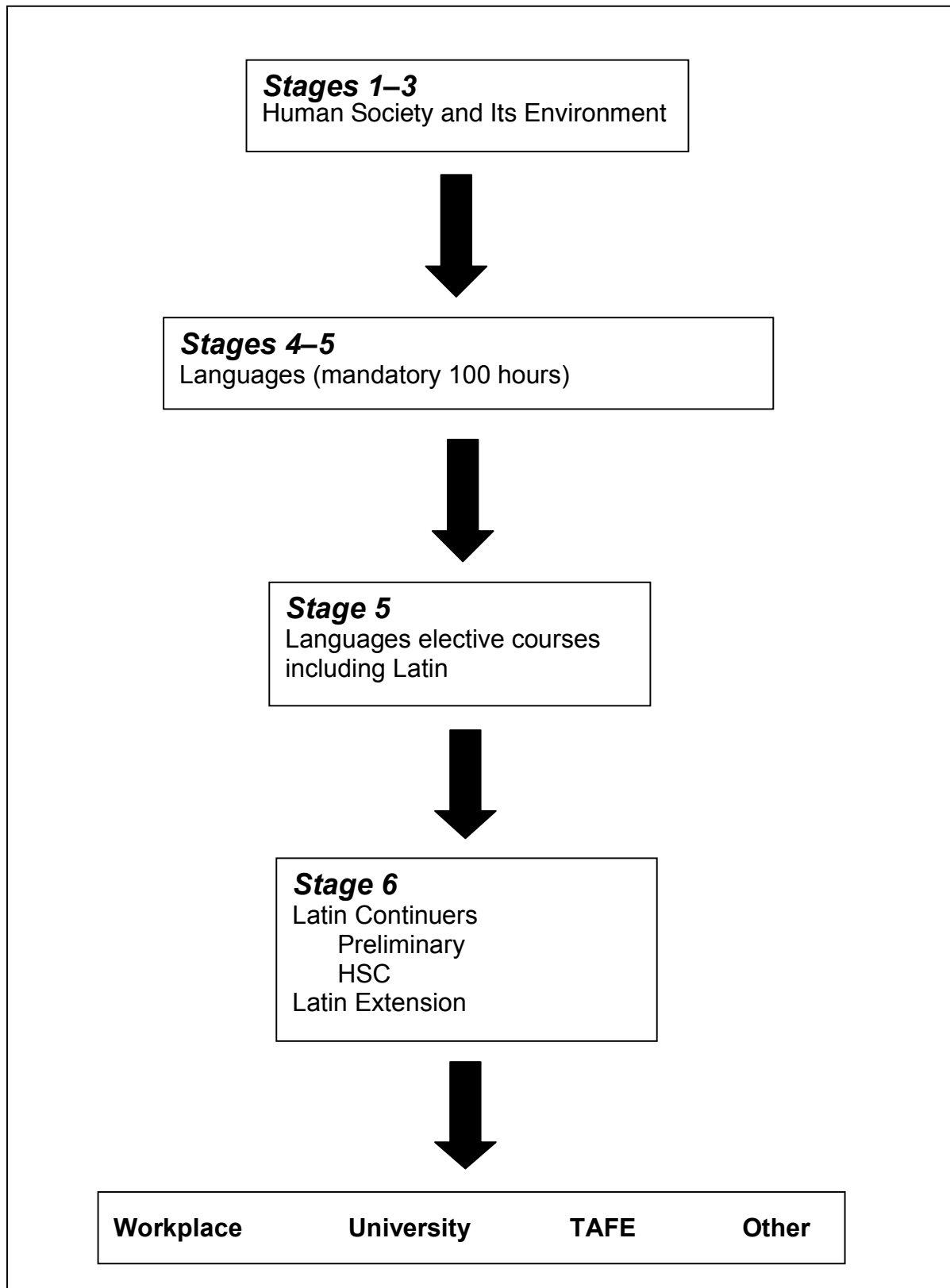
Whereas the study of Latin at Continuers level develops a variety of skills, and enhances the understanding of culture and language, the Extension course provides the opportunity for a wider exploration of Latin literature, with a greater emphasis on the analysis and appreciation of Latin text.

The development of enhanced analytical skills is essential in the further study of a classical language and its literature. In addition, such enhanced analytical skills are relevant to the study of other languages and literature, society and culture, history, political science, law, economics and communications, and to those areas of the world of work that involve the reading and writing of documents.

The Extension course leads students into an area of classical literature that is not explored in the Continuers course. In the study of Latin, students are introduced to genres such as lyric, satire, elegy and philosophy. The reading of more sophisticated Latin literature and its analysis in greater depth enable students to extend their linguistic skills in order to approach further readings of Latin literature independently. The linguistic training gained through the study of Latin involves the processes of analysis and synthesis, contributes to the clarity and precision of language use, and encourages in students the development of accuracy, thoroughness and sensitivity.

The study of Latin literature is a continuous intellectual process through which students acquire a variety of learning strategies that are transferable across the curriculum. The intellectual process encourages the development of independence, imagination, lateral thinking, logic, communication and problem-solving skills, all of which are valued by employers in all areas of work.

3 Continuum of Learning for Latin Stage 6 Students



Latin Extension Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

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

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

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

4 Aim

The aim of this syllabus is to increase students' enjoyment and knowledge of classical literature, to develop students' linguistic competence, to extend their analytical skills and to refine their ability to respond critically to literature.

5 Objectives

Students will achieve the following objectives:

- Objective 1 — read and demonstrate understanding of original Latin texts
- Objective 2 — demonstrate understanding of the historical, social and literary context in which the prescribed Latin text was written
- Objective 3 — analyse, comprehend and translate text using linguistic skills.

6 Course Structure

The structure for Latin Extension will be:

Latin Extension Course (60 indicative hours)
<p>Through the study of text in the original Latin, students develop skills in translating and analysing text. Students will develop knowledge and understanding of Latin of a particular period and genre, and develop appreciation of the linguistic, literary and cultural features of the text.</p> <p>Prescribed text</p> <p>Text will be read for intensive study in Latin and may also include further study of the text in translation. This will involve:</p> <ul style="list-style-type: none">• demonstrating comprehension of extracts• evaluating text in its context• evaluating text as a work of literature. <p>Non-prescribed text</p> <p>Study of non-prescribed text will involve either:</p> <ul style="list-style-type: none">• analysis, comprehension and translation of extracts of the same genre to those prescribed <p>and/or</p> <ul style="list-style-type: none">• translation into Latin prose of an English passage similar in content to the prescribed text.

7 Objectives and Outcomes

The outcomes for the Latin Extension course, given below, build on the outcomes for the Latin Continuers course. It is implicit in the outcomes of the Latin Extension course that the students have achieved the outcomes of the Preliminary Latin Continuers course.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1 read and demonstrate understanding of original Latin texts	The student: 1.1 infers meaning of unfamiliar words or phrases from common patterns of word formation and from context 1.2 demonstrates understanding of the content of Latin texts 1.3 demonstrates understanding of the linguistic features of Latin texts
2 demonstrate understanding of the historical, social and literary context in which the prescribed Latin text was written	2.1 evaluates the ideas, values, attitudes and arguments presented in the prescribed text 2.2 identifies and evaluates the structure of the prescribed text 2.3 identifies and evaluates the literary features of the prescribed text 2.4 discusses significant cultural and historical issues presented in the text 2.5 discusses the relationship between the prescribed extract and the text as a whole
3 analyse, comprehend and translate text using linguistic skills	3.1 analyses, comprehends and translates text not previously studied, using vocabulary and style appropriate to the context

8 Content

Prescribed texts provide the focus of the Extension course. The texts have been selected as representative of a major genre of Latin literature not studied in the Continuers course. Students will observe the characteristics of a genre exemplified in the texts prescribed.

Texts by two or three authors exemplifying the specified genre will be prescribed for study. The length of the prescribed texts will be not less than 350 and not more than 400 lines.

Texts by more than one author are prescribed to enable students to observe common characteristics of the genre, and to compare the different styles and approaches of the authors.

Students will translate, analyse and evaluate the texts with respect to linguistic, stylistic and structural features. They will also study the context, the themes, and the cultural and historical allusions, ideas, attitudes and assumptions found in the text.

Students will also translate and analyse independently a number of extracts of non-prescribed text chosen from the same genre as that prescribed.

The genres of Latin literature to be studied are lyric, satire, elegy and philosophy. They will be studied on a two-yearly rotational basis (after the first year).

Lyric

Students will be expected to demonstrate awareness of the conventions of the genre in general, such as the intensity of personal feeling and the strong musical quality. In addition, they will be expected to recognise and identify features specific to Catullus, such as his metrical variety, the economy of his expression and the sense of immediacy of his language. They will also be asked to consider the variety of Horace's themes, the simplicity and precision of his language, and the subtlety of his word order.

Satire

Students will be expected to recognise the means by which Horace and Juvenal extend the boundaries of the genre, from simple criticism of social mores to a more complex art form. They will be expected to distinguish between the raillery of Horace and the declamation of Juvenal, and to identify the techniques used by each writer such as the euphemism and understatement of Horace and the exaggerated rhetoric of Juvenal.

Elegy

While the term relates to the particular metrical combination of the dactylic hexameter and pentameter in a couplet, the elegy is the vehicle for personal feelings or reflections of any kind. Students will be expected to identify the different approach to the theme of love and greater elegiac freedom encountered in the work of Catullus as opposed to the Augustan poets.

Philosophy

Philosophy is here represented by the Epicurean school (Lucretius) and the Stoic (Cicero). Students will be expected to have a clear understanding of what each writer sets out to do and the differing points of view presented. The rhetoric and style of didactic poetry and philosophical prose will need to be studied, along with the scientific and philosophical terms used by the two authors in their specific contexts.

8.1 Canon

Lytic

Horace *Odes* I.5, I.9, I.11, I.21, I.22, II.6, II.14, III.8, III.9, III.13, III.26, III.30, IV.7
(from *Horace in His Odes*, ed Harrison, JA, BCP, 1992.)

Catullus *Poems* 1, 5, 11, 13, 30, 34, 45, 51
(from *The Student's Catullus*, ed Garrison, DH, Routledge, 1992, 2nd ed, 1996.)

Satire

Juvenal *Satire* 3
(from *Satires I, III, X*, ed Rudd, N and Courtney, E, BCP, 1997.)

Horace *Satire* I.9
(from *Horace Satire I.9: The Boor*, ed Brucia, M and Henry, M, Bolchazy-Carducci, 1998) and (*Horace Satire 1.9: The Boor – Teacher's Guide*, ed Brucia, M and Henry, M, Bolchazy-Carducci, 1998).

Elegy

Ovid *Amores* I.2, I.3, I.7, I.9, I.13, I.15
(from *Amores I*, ed Barsby, J, BCP, 1991.)

Propertius *Poem* 3.2
(included in Barsby's *Ovid*, as above.)

Catullus *Poems* 72, 76, 85, 87, 107
(from *The Student's Catullus*, ed, Garrison, DH, Routledge, 1992, 2nd ed, 1996.)

Philosophy

Lucretius and Cicero on the soul

Lucretius book III 94–160, 231–322, 417–486, 510–525
(from *de rerum natura* 3, ed Brown PM, Aris and Phillips, 1998)

Cicero *de divinatione I*, 63–64
 de divinatione II, 148–150
 de natura deorum II, 153–154
 de legibus I, 60–62
 disputationes Tusculanae V, 5
(from *The Thought of Cicero*, ed Wilson, S, BCP, 1986.)

8.2 Rotation of Texts

One genre will be prescribed for two consecutive years after the first year. The following schema shows the sequence that will be followed:

1. Lyric
2. Satire
3. Satire
4. Elegy
5. Elegy
6. Philosophy
7. Philosophy

From 2008 one genre will be prescribed for three consecutive years. The following schema shows the sequence that will be followed:

8. Lyric
9. Lyric
10. Lyric
11. Satire
12. Satire
13. Satire

8.3 Vocabulary

The vocabulary in the Continuers course is assumed knowledge. There is no prescribed vocabulary list for the Extension course. It is expected that students will be familiar with the vocabulary used in the prescribed text.

8.4 Dictionaries

Students should be encouraged to use dictionaries in class and for private preparation. For external examinations, dictionaries will not be permitted.

Suitable editions are listed in the Continuers Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

8.5 Grammar

Students are expected to be familiar with the extensive range of grammatical features used in the prescribed texts.

For prose composition, students should be able to use the grammatical features specified in the *Latin Continuers Stage 6 Syllabus*. Students will be expected to demonstrate a knowledge and appreciation of Latin word order, sentence connection, sentence structure, syntax and vocabulary in rendering an English passage into Latin.

9 Course Requirements

For the Extension course:

- the Preliminary course is a prerequisite
- the Continuers course is a co-requisite
- 60 indicative hours are required to complete the course.

10 Post-school Opportunities

The study of Latin provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

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

11 Assessment and Reporting

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Extension course for the HSC.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

These purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 20. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways, and to improve the validity and the reliability of the assessment.

11.3 External Examinations

In the Latin Extension course, the external examination consists of a written examination. The specifications for the examination in the Latin Extension course are on page 21.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

