



# **Classical Greek and Latin K–10 Syllabuses**

**Advice on Programming and Assessment**

**for Stages 4 and 5**

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# 1 Introduction

This support document has been designed to help teachers understand key aspects of the new Classical Greek and Latin K–10 Syllabuses and to provide guidance for implementation. The document shows how these aspects can be incorporated into their teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Classical Greek K–10 Syllabus*, p 54; *Latin K–10 Syllabus*, p 61).

The document provides advice about constructing a program that will cover the scope of a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two sample units of work:

## **Stage 4 unit – Classical Greek** (100 hours mandatory study)

- Introduction to Homer’s *Odyssey*: Learning in this unit focuses on developing students’ knowledge and understanding of and skills in using terminations of third declension nouns (type 1 *παίς*), adjectives and pronouns (*τις*). Students read, analyse and translate passages of Classical Greek within the context of the theme.

## **Stage 5 unit – Latin** (elective course – 100 and 200 hours)

- Romans and Britons: Learning in this unit focuses on developing students’ knowledge and understanding of and skills in using passive verbs and fourth and fifth declension nouns. Students read, analyse and translate passages of Latin within the context of the theme.

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

## **2 Establishing a Scope and Sequence Plan**

The acquisition of a language is a cumulative process, described as a spiral that increases in breadth and depth of knowledge, understanding and skills as students experience a language through each stage of learning, visiting and revisiting themes, topics, structures and notions.

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. The scope and sequence plans provide overviews of units of work that may be taught in Stages 4 and 5, with details about placement, sequence and duration.

A number of factors should be considered when establishing a scope and sequence plan.

### **Syllabus requirements**

Essential syllabus 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, is a requirement for the award of the School Certificate.

### **Further considerations**

When designing a scope and sequence plan, teachers also need to consider:

- the specific needs, interests and abilities of students
- the most effective use of existing and available resources
- the previous learning experiences of the students
- providing students with a range of experiences over the stage of learning that increase in challenge and level of sophistication.

The syllabus content is expressed in the form of *learn about* and *learn to* statements derived from the syllabus outcomes. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning and demonstrate the outcomes in a range of learning contexts. The themes and topics of these learning contexts will be determined by the classroom teacher, taking into account the needs, interests and abilities of students, and the resources and facilities of the school and its community.

A scope and sequence plan should comprise themes and topics that are drawn from aspects of everyday life within the bounds of ancient society, and that enable students to develop skills in reading, analysing and translating Classical Greek and Latin within the cultural context of the ancient world. The following list of suggested themes and topics is not exhaustive; it will serve as a guide for teachers when selecting and grouping appropriate themes and topics. It is not expected that all the suggested themes and topics would necessary be covered in Stages 4 and 5.

**Suggested themes and topics for Classical Greek**

Athens	Religion
City life	Slavery
Daily routine	Meals and food
Dress	Medicine
Education	Mythology
Entertainment	The army
Family	The Athenian empire
Famous historical events	The Athenian farmer
Festivals	The calendar
Gods and men	The Persian empire
Government	The role of women
Homer	The Spartans
House and the household	Trade and travel
Provinces	Troy
Philosophers and historians	Villages

**Suggested themes and topics for Latin**

Architecture	Philosophy
City life	Pompeii
Country life	Provinces
Daily routine	Religion
Education	Rhetoric
Entertainment	Romans and Britons
Family	Rome versus Carthage
Famous ancient Romans	Slavery
Famous poets	The army
Gladiators	The calendar
Government	The role of women
Historians	The Roman bath
House and the household	The Roman Principate
Medicine	The Roman Republic
Mythology	Virgil

## 2.1 Sample Stage 4 Scope and Sequence Plan

The sample scope and sequence plan below is based on the mandatory 100-hour course and is a model that could be followed by schools.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the mandatory hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 4 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed.

### Classical Greek

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: The Athenian Farmer</b> <b>Focus:</b> The Greek alphabet; nouns and verbs					<b>Unit: Slavery</b> <b>Focus:</b> The present tense (indicative and imperative)				
<b>Term 2</b>	<b>Unit: Athenian Citizens</b> <b>Focus:</b> The second declension (masculine and neuter articles and nouns)					<b>Unit: The Role of Women</b> <b>Focus:</b> The first declension (feminine articles and nouns)				
<b>Term 3</b>	<b>Unit: Gods and Men</b> <b>Focus:</b> Adjectives					<b>Unit: Myth</b> <b>Focus:</b> The middle voice; a- and e-contract verbs				
<b>Term 4</b>	<b>Unit: Introduction to Homer's <i>Odyssey</i>*</b> <b>Focus:</b> The third declension (nouns and adjectives)					<b>Unit: Athenian History</b> <b>Focus:</b> Participles (present middle)				

\* The sample unit of work for the Introduction to Homer's *Odyssey* is described in detail on pages 23–29.

**Latin**

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: The Ancient Roman Family</b> <b>Focus:</b> House and household Family roles					<b>Unit: Daily Routine</b> <b>Focus:</b> Meals and food The <i>taberna</i>				
<b>Term 2</b>	<b>Unit: Country Life</b> <b>Focus:</b> The town of Pompeii Farming					<b>Unit: Slaves and Freedmen</b> <b>Focus:</b> Life of a slave				
<b>Term 3</b>	<b>Unit: City Life</b> <b>Focus:</b> Ancient Rome					<b>Unit: Education</b> <b>Focus:</b> The teacher School life				
<b>Term 4</b>	<b>Unit: Gladiators</b> <b>Focus:</b> Ampitheatre and arena Hunting					<b>Unit: Women in Ancient Rome</b> <b>Focus:</b> The role of women				

## 2.2 Sample Stage 5 Scope and Sequence Plan

The sample scope and sequence plan below is based on the 200-hour elective course and is a model that could be followed by teachers.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the indicative hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 5 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed.

### Classical Greek Plan for Year 9

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: The Geography of Athens</b> <b>Focus:</b> Participles (present active)					<b>Unit: Religious Festivals</b> <b>Focus:</b> More third declension nouns and adjectives				
<b>Term 2</b>	<b>Unit: Medicine</b> <b>Focus:</b> The aorist tense: second aorist					<b>Unit: Trade</b> <b>Focus:</b> The aorist tense: first aorist				
<b>Term 3</b>	<b>Unit: The Persian Empire</b> <b>Focus:</b> The imperfect tense					<b>Unit: The Battle of Thermopylae</b> <b>Focus:</b> Adjectives and comparison				
<b>Term 4</b>	<b>Unit: The Battle of Salamis</b> <b>Focus:</b> Omicron contract verbs					<b>Unit: The Athenian Empire</b> <b>Focus:</b> Irregular verbs and nouns				

### Plan for Year 10

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: Religions, Cults and Shrines</b> <b>Focus:</b> The future tense					<b>Unit: Sparta and Corinth</b> <b>Focus:</b> Didomi and tithemi				
<b>Term 2</b>	<b>Unit: Mycenae</b> <b>Focus:</b> Uses of the genitive case					<b>Unit: The Thirty Years' Peace</b> <b>Focus:</b> Uses of participles				
<b>Term 3</b>	<b>Unit: Democracy</b> <b>Focus:</b> The subjunctive mood					<b>Unit: The <i>ekklesia</i> and the <i>boule</i></b> <b>Focus:</b> Uses of infinitives				
<b>Term 4</b>	<b>Unit: Pericles</b> <b>Focus:</b> Indirect statement					<b>Unit: Greek Education</b> <b>Focus:</b> The passive voice				

**Latin**  
**Plan for Year 9**

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: Mythology</b> <b>Focus:</b> Aeneas: Troy and Italy					<b>Unit: The Roman Bath</b> <b>Focus:</b> The baths of Pompeii				
<b>Term 2</b>	<b>Unit: Famous Ancient Romans</b> <b>Focus:</b> Heroes of early Rome					<b>Unit: Government</b> <b>Focus:</b> Local government Elections				
<b>Term 3</b>	<b>Unit: Architecture</b> <b>Focus:</b> Buildings Mottos and inscriptions					<b>Unit: Rome versus Carthage</b> <b>Focus:</b> Hannibal				
<b>Term 4</b>	<b>Unit: Entertainment</b> <b>Focus:</b> Games Ampitheatre and arena Theatre					<b>Unit: Famous Poets</b> <b>Focus:</b> Martial and Ovid				

**Plan for Year 10**

Weeks	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>	<b>Unit: Philosophy</b> <b>Focus:</b> Stoics and Epicureans					<b>Unit: The Army</b> <b>Focus:</b> Trajan's army and empire				
<b>Term 2</b>	<b>Unit: The Calendar</b> <b>Focus:</b> Ovid's <i>Fasti</i> Festivals and dates					<b>Unit: The Roman Republic</b> <b>Focus:</b> Cicero's career				
<b>Term 3</b>	<b>Unit: Historians</b> <b>Focus:</b> Livy and the early history of Rome					<b>Unit: Romans and Britons</b> <b>Focus:</b> Caesar's invasion of Britain				
<b>Term 4</b>	<b>Unit: Rhetoric and Education</b> <b>Focus:</b> Cicero and Seneca					<b>Unit: The Roman Principate</b> <b>Focus:</b> Octavian becomes Augustus				

\* The sample unit of work for Romans and Britons is described in detail on pages 32–37.

### 3 Advice on Assessment

#### 3.1 Assessment for Learning

The Board's revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

*Assessment for learning* encourages self-assessment and peer assessment. Students can develop and use a range of strategies to monitor and evaluate actively their own learning, as well as the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student's performance to record. These records can be used to monitor the student's progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student's performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student's progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

#### Principles of assessment for learning

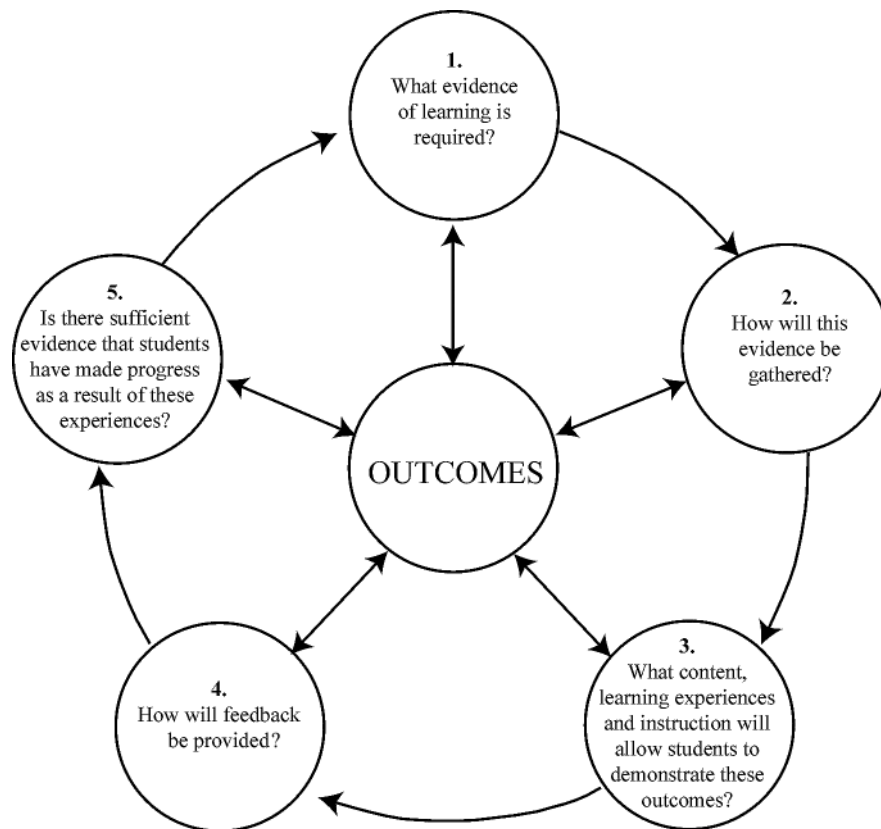
Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

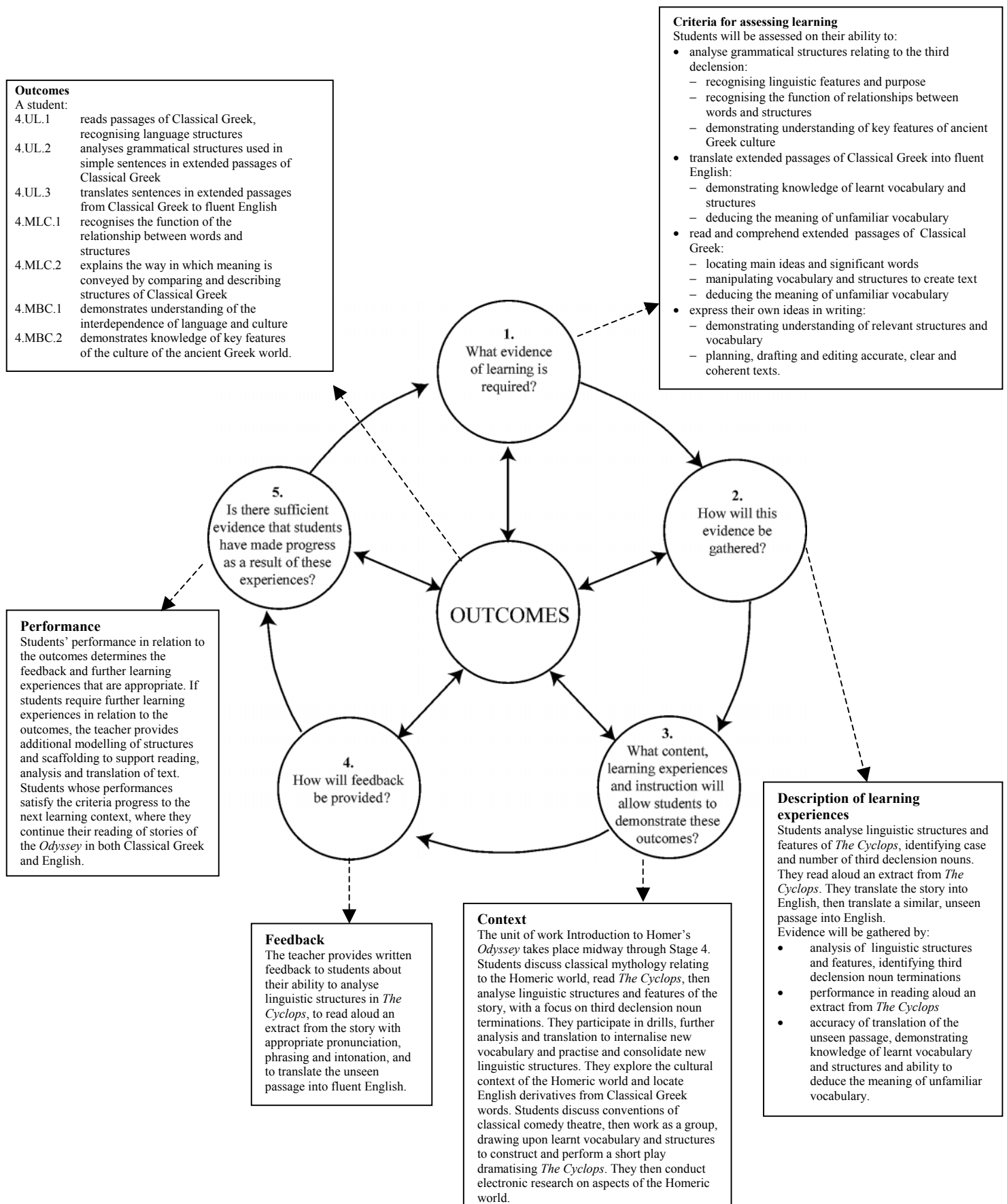
Details on how these principles translate in practice can be found on page 61 of the *Latin K–10 Syllabus* and page 54 of the *Classical Greek K–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 15–16.

### 3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the Stage 4 sample unit of work for Classical Greek (pp 23–29).



### **3.3 Designing Effective Learning and Assessment**

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

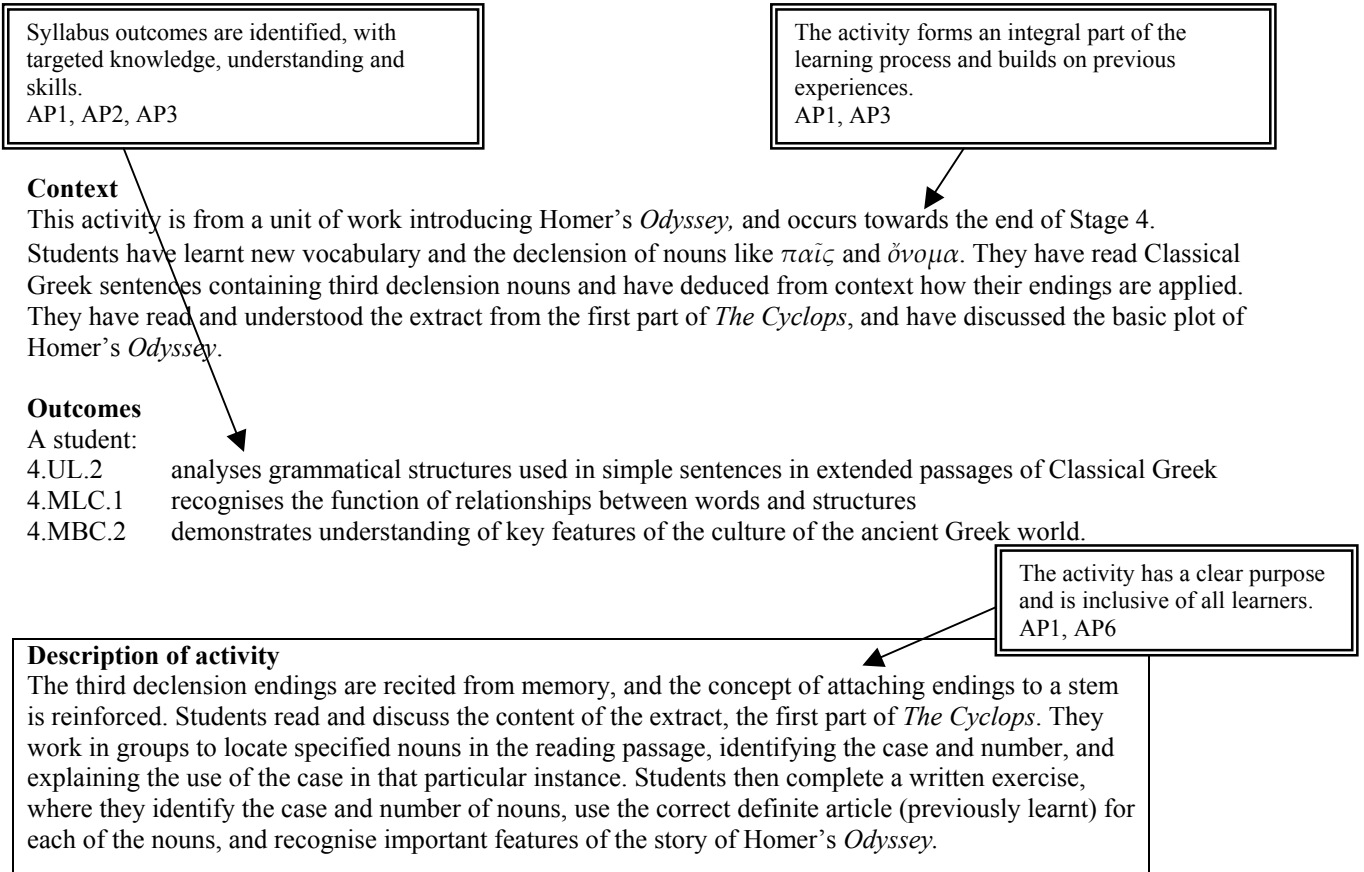
When designing learning and assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

### 3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 4 sample assessment activity, Analysing, has been annotated to show these principles.

#### Sample assessment for learning activity: Analysing



**Criteria for assessing learning**

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- analyse grammatical structures relating to nouns, by identifying:
  - case, number and purpose of case
- recognise linguistic functions and relationships between words and structures, by identifying:
  - the appropriate form of the definite article
- identify aspects of the culture of the Homeric world, by identifying:
  - important features of the story of the *Odyssey*.

Criteria for assessing learning and marking guidelines relate to the outcomes and are clearly expressed in terms of the knowledge, understanding and skills required for the activity.  
AP2, AP4

**Guidelines for marking**

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	<ul style="list-style-type: none"> <li>• identifies the grammatical structures used in simple sentences in Classical Greek</li> <li>• recognises consistently the function of relationships between words and structures</li> <li>• identifies aspects of the culture of the Homeric world.</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• identifies some grammatical structures used in simple sentences in Classical Greek</li> <li>• recognises the function of some relationships between words and structures</li> <li>• identifies some aspects of the culture of the Homeric world.</li> </ul>
Progressing	<ul style="list-style-type: none"> <li>• identifies some grammatical structures used in simple sentences in Classical Greek, relying on teacher support and modelled linguistic structures</li> <li>• shows some understanding of the relationships between words and structures</li> <li>• identifies a limited number of aspects of the culture of the Homeric world.</li> </ul>

**Feedback**

The teacher will provide written feedback. Comments will inform students about their ability to:

- understand the relationship between words and structures
- analyse the purpose of linguistic structures
- understand specific aspects of ancient Greek culture.

The activity provides practical and meaningful ways for students to use feedback from assessment.  
AP5

**Future directions**

If evidence indicates that students have experienced difficulty with the text analysis, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support analysis. Students whose performances satisfy the criteria progress to further reading and translation of *The Cyclops*, with extended study and analysis of the third declension.

The activity has clear links to learning goals.  
AP5

**Resources**

- The story *The Cyclops*
- The analysing activity

### **3.5 Sharing Learning and Assessment Intentions**

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give to students models of good responses and templates or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

### **3.6 Effective Feedback to Students**

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and develop further their knowledge, understanding and skills.

Teacher feedback about student performance is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need to be addressed
- examples of good responses
- peer evaluation and self-evaluation.

### **3.7 Recording Evidence for Assessment**

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance in an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations about, marks or grades for, or visual representations of the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Translating	Date .../.../...	
A		✓	
B	✓		
C		✓	
D	✓		
E		✓	
F	✓		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses in various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

## 4 Programming Units of Work

The Classical Greek and Latin K–10 Syllabuses promote an approach to programming that emphasises the outcomes as the focal point. The sample units of work in section 5 have been developed using the following process:

### Step 1 Identify outcomes

Identify the outcomes that will be addressed in the unit. It is *recommended* that all outcomes for the stage be addressed. In some cases, outcomes from other stages may also be included.

### Step 2 Decide on the context or theme and topics, and focuses of the unit of work

Once the outcomes have been selected, the theme, topics and focuses of the unit should be determined.

### Step 3 Select the relevant syllabus content

*Learn about* and *learn to* statements relating to the outcomes are selected and organised into a logical sequence according to the learning context. The amount of content selected should be manageable in the time allocated to the unit. In some cases content from other stages may also be included.

### Step 4 Decide on the evidence of learning

Identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made on achievement in relation to the outcomes and identified content.

### Step 5 Plan the teaching, learning and assessment activities

*Assessment for learning* activities occur as a normal part of the teaching process. Teachers plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 4. Teaching, learning and assessment activities should be student-centred, promoting the development of knowledge, understanding and skills. Teachers are encouraged to include creative and stimulating teaching and learning experiences that present the content in a meaningful context for students.

### Step 6 Plan feedback opportunities

Feedback provides students with the necessary information and direction to progress their learning and occurs normally through good teaching practice, mostly in an informal manner. However, when planning units of work teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

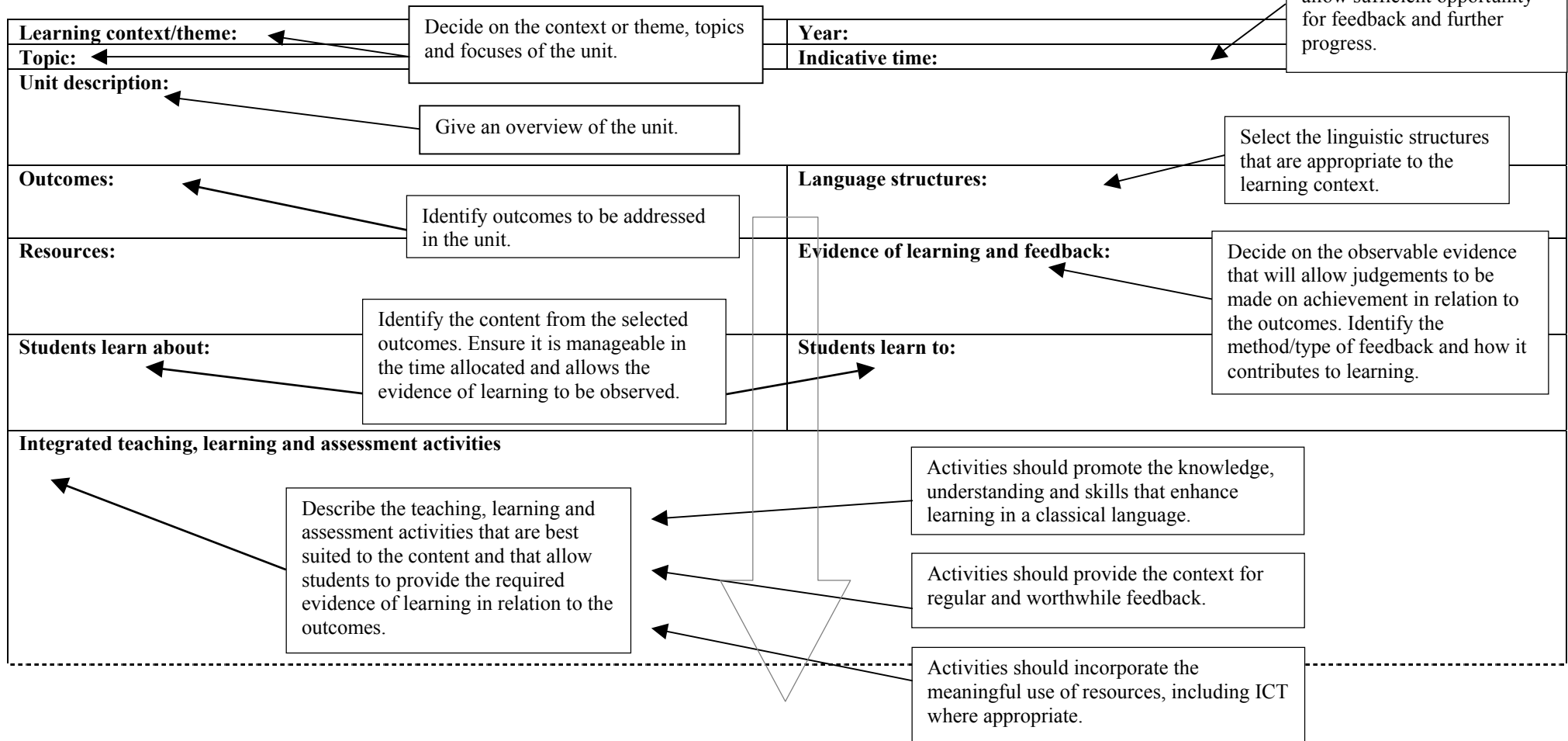
### Step 7 Plan opportunities for teacher's reflection and evaluation

As teachers progress through the programming process, it is important to reflect on previous steps and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. After the unit has been implemented it is also necessary to evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.

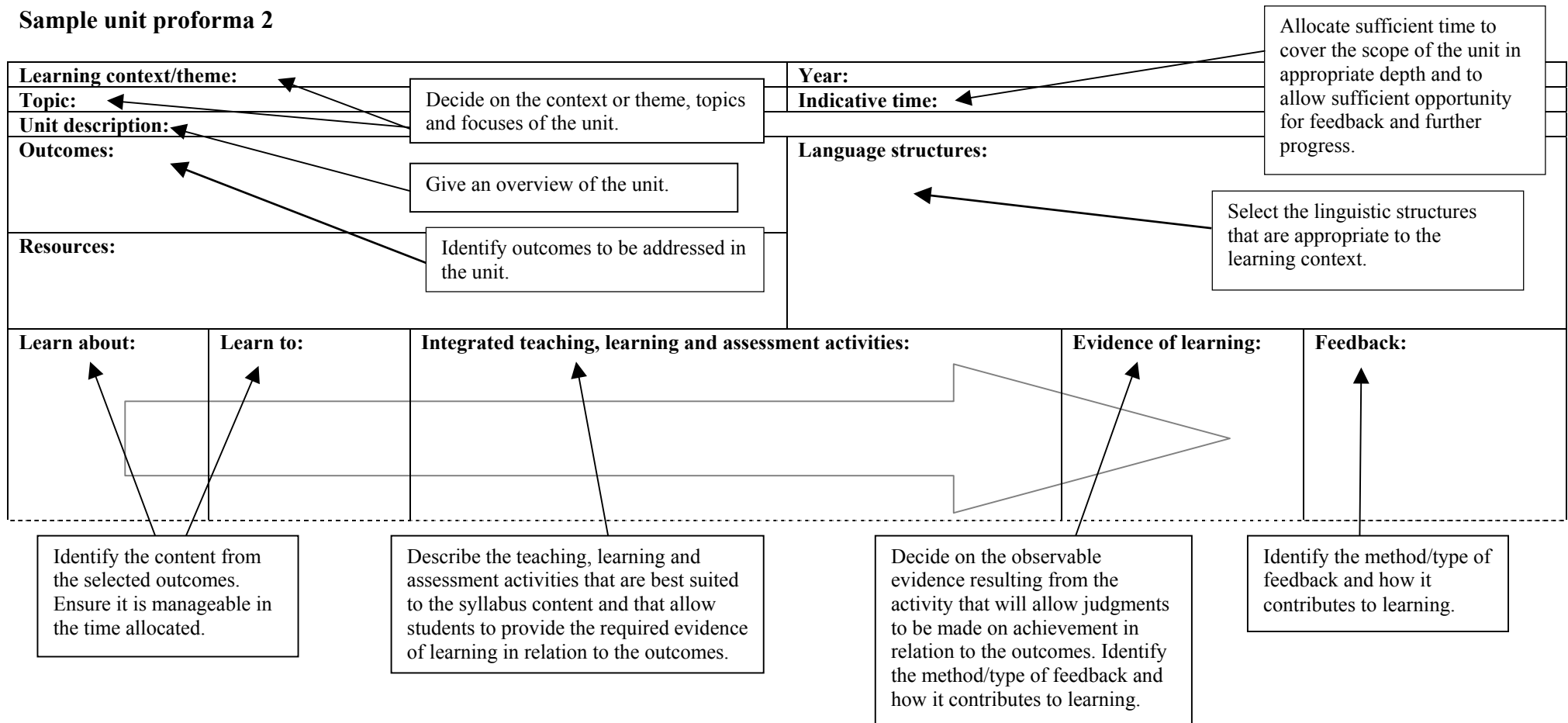
## 4.1 Sample Unit Proformas

Schools should design unit proformas that best meet their needs and circumstances. The samples provided have been annotated to highlight specific characteristics of each section. Sample unit proforma 2 is used in this document to present the Stages 4 and 5 sample units of work. It demonstrates the direct links between the integrated teaching, learning and assessment activities and the *learn about* and *learn to* statements.

### Sample unit proforma 1



**Sample unit proforma 2**



## **5 Sample Units of Work**

The sample units of work that follow are designed to assist teachers in planning for the implementation of the Classical Greek and Latin K–10 Syllabuses. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

## 5.1 Stage 4 Sample Unit of Work for Classical Greek

<b>Learning Context:</b> Introduction to Homer's <i>Odyssey</i>	
<b>Topic:</b> The Cyclops	<b>Indicative time:</b> 4–5 weeks
<p><b>Unit description:</b> This unit of work includes learning experiences and instruction that are suitable for Stage 4 (mandatory 100 hours).</p> <p>Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to recognise grammatical terminations, acquire vocabulary, translate extended passages of Classical Greek into fluent English and appreciate relevant social, cultural and historical context. Student activities relate to the <i>learn about</i> and <i>learn to</i> statements and form the basis of the unit of work. Students read and respond to, analyse and translate texts.</p> <p>The <i>assessment for learning</i> activity in bold on page 25 has been described in detail at the end of the unit.</p>	
<p><b>Outcomes</b></p> <p>A student:</p> <p><b>4.UL.1</b> reads passages of Classical Greek, recognising language structures</p> <p><b>4.UL.2</b> analyses grammatical structures used in simple sentences in extended passages of Classical Greek</p> <p><b>4.UL.3</b> translates sentences in extended passages from Classical Greek to fluent English</p> <p><b>4.MLC.1</b> recognises the function of the relationship between words and structures</p> <p><b>4.MLC.2</b> explains the way in which meaning is conveyed by comparing and describing structures of Classical Greek</p> <p><b>4.MBC.1</b> demonstrates understanding of the interdependence of language and culture</p> <p><b>4.MBC.2</b> demonstrates knowledge of key features of the culture of the ancient Greek world.</p>	<p><b>Language structures</b></p> <p>Inflections of third declension nouns, adjectives and pronouns with consonant stems: <i>pais, sophron, tis</i>.</p> <hr/> <p><b>Resources</b></p> <p>Balme and Lawall, <i>Athenaze</i>, Book 1 (OUP)</p> <p>Homer, <i>Odyssey</i>, in English translation (Penguin)</p> <p>Audiotape of Homer's <i>Odyssey</i> (Penguin)</p> <p>Videos/films, eg <i>The Odyssey</i>, <i>O Brother, Where Art Thou?</i></p> <p>Peter Connolly, <i>The Legend of Odysseus</i> (OUP)</p>

<b>Focus: Introduction to the unit</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>classical mythology</li> <li>representations of the ancient Greek world and culture</li> </ul>	<ul style="list-style-type: none"> <li>recognise the influence of classical mythology, eg in art, literature, popular culture</li> <li>identify generalisations about people and culture, questioning stereotypes such as heroes</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>outlines the linguistic goals of the unit in English</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>recall stories from the <i>Odyssey</i> and modern stories about ogres</li> </ul>	<p>Oral responses and group discussions will demonstrate students' understanding of the importance of mythology</p>	<p>Teacher observation and oral feedback on cultural context</p>

Focus: Presentation and exploration of new vocabulary and structures				
Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>rules of pronunciation</li> <li>reading and locating main ideas</li> <li>grammatical structures used in simple sentences</li> <li>ways of conceptualising and representing patterns and systems in language</li> <li>specific rules, patterns and word construction, word order and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>apply rules of pronunciation when reading aloud</li> <li>read and locate main ideas and significant words which convey meaning</li> <li>identify grammatical structures used</li> <li>develop strategies for internalising new language and building on prior knowledge</li> <li>describe and compare specific characteristics of language, eg grammatical rules and structures</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>presents the story <i>The Cyclops</i>, reading it aloud</li> <li>presents new grammar and vocabulary</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>mimic pronunciation of new vocabulary and sentences in the story</li> <li>brainstorm ideas to discover English cognates of new vocabulary</li> <li>read aloud the text of the story with the teacher and in groups, locate and discuss main ideas and words</li> <li>identify third declension noun, adjective and pronoun inflections in the story</li> <li>memorise third declension noun terminations by, eg mnemonic devices, songs, drill exercises</li> </ul> <p><b>Assessment for learning activity – Analysing</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li><b>complete a written exercise, where they identify case and number of nouns in a Classical Greek passage and supply the correct definite article for each noun</b></li> </ul>	<p>Correct pronunciation of vocabulary items, correct and expressive reading of sentences from the story</p> <p>Correct identification of meanings</p> <p>Appropriate identification of main ideas and words</p> <p>Students’ identification of inflections</p> <p>Students’ correct recitation of noun inflections</p> <p><b>Accurate completion of the exercise</b></p>	<p>Teacher observation and oral feedback on pronunciation</p> <p>Teacher’s oral feedback on English meanings</p> <p>Oral feedback from teacher and peers</p> <p>Teacher observation and oral feedback on inflections</p> <p>Teacher’s oral feedback on inflections</p> <p><b>Students’ sharing of ideas</b></p> <p><b>Written feedback from the teacher</b></p>

<b>Focus: Presentation and exploration of new vocabulary and structures (cont)</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>the importance of close analysis of extended passages before translating</li> <li>ways to analyse structure of passages</li> <li>linguistic structures in Classical Greek</li> <li>the importance of tradition to a sense of cultural identity and diversity within the culture</li> <li>ways in which language and behaviour reflect important aspects of culture</li> </ul>	<ul style="list-style-type: none"> <li>analyse the inflections of words and structures in extended passages before translating</li> <li>analyse the purpose of the structures, eg inflections on nouns, verbs and adjectives</li> <li>translate into fluent English, demonstrating knowledge of vocabulary and structure</li> <li>identify and explain features of lifestyle, eg religion, family structure, shared cultural referents</li> <li>identify words and phrases in Classical Greek that encapsulate aspects of culture</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>models the process of analysing the story passage</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>analyse the story, identifying the purpose of grammatical structures</li> <li>translate the story into fluent English</li> <li>read further in the <i>Odyssey</i> in English translation</li> <li>discuss aspects of the Homeric world, illustrating concepts by finding depictions in ancient and modern art</li> </ul>	<p>Oral responses will show how accurately students identify grammatical structures</p> <p>Correct translation of text will indicate the level of knowledge and understanding of new grammar and vocabulary</p> <p>Students relate and discuss cultural aspects of stories</p> <p>Relevance and accuracy of information</p>	<p>Teacher observation and oral feedback on recognition of the purpose of grammatical structures</p> <p>Teacher and peer written feedback on accuracy of translation</p> <p>Teacher's oral feedback on cultural aspects</p> <p>Teacher's oral feedback on cultural context</p> <p>Students' sharing of ideas</p>

<b>Focus: Consolidation of knowledge of new vocabulary and language structures</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>• metalanguage to describe the structures and features of language</li> <li>• grammatical structures used in simple sentences</li> <li>• the significance of the changes that have occurred in languages through cross-cultural contact</li> </ul>	<ul style="list-style-type: none"> <li>• explore grammatical systems to appreciate how languages work, eg identify grammar terms, word order, tenses, case usage</li> <li>• identify grammatical structures used, eg nouns, verbs, adjectives</li> <li>• understand the way words are used to create words in other languages</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• facilitates students' learning through a variety of exercises and discussions</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• identify vocabulary alone and in context</li> <li>• extend their knowledge of English by finding English derivatives from Classical Greek words</li> </ul>	<p>Accurate identification of vocabulary in context</p> <p>Accurate identification of derivatives</p>	<p>Oral feedback on accuracy of vocabulary and structures from teacher and peers</p> <p>Oral feedback on accuracy from teacher and peers</p>

<b>Focus: Consolidation of knowledge of new vocabulary and language structures (cont)</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>the importance of close analysis of extended passages before translating</li> <li>the importance of correct phrasing and expression to convey meaning</li> <li>reading and locating main ideas</li> <li>use of prior knowledge to deduce the meaning of unfamiliar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>analyse the inflections of words and structures in extended passages before translating</li> <li>convey the meaning of sentences, using appropriate phrasing and intonation</li> <li>read and locate main ideas and significant words which convey meaning</li> <li>deduce the meaning of unfamiliar vocabulary</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>recognise noun inflections alone and in context</li> <li>manipulate noun inflections</li> <li>read aloud seen passages with appropriate accuracy, fluency and expression</li> <li>read and comprehend seen and unseen extended passages</li> <li>translate seen and unseen passages into fluent English</li> </ul>	<p>Accurate recognition and manipulation of noun terminations</p> <p>Level of reading performance</p> <p>Level of accuracy of comprehension</p> <p>Level of accuracy of translation</p>	<p>Oral feedback on accuracy from teacher and peers</p> <p>Oral feedback on expression, fluency and accuracy from teacher and peers</p> <p>Teacher's written feedback on accuracy of detail</p> <p>Oral and written feedback on accuracy from teacher and peers</p>

Focus: Independent learning experiences				
Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the importance of correct phrasing and expression to convey meaning</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>	<ul style="list-style-type: none"> <li>convey the meaning of sentences, using appropriate phrasing and intonation</li> <li>research and present information on the ancient Greek world using a range of information and communication technologies</li> </ul>	<p><b>Teacher and students</b></p> <ul style="list-style-type: none"> <li>view videos/films about the <i>Odyssey</i></li> <li>re-read <i>The Cyclops</i></li> <li>discuss conventions of ancient Greek comedy theatre</li> <li>work as a group to construct and perform a dramatisation of the story using Classical Greek vocabulary and structures from the seen passage, then translating the play into English</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>work individually or in groups to conduct research on characters in the story in relation to Homer's <i>Odyssey</i> and the heroic age</li> <li>organise relevant information for presentation in electronic form, eg using CD-ROM software, Powerpoint</li> </ul>	<p>Presentation of a short performance with appropriate pronunciation and expression</p> <p>Presentation of research project</p>	<p>Teacher and peer written assessment of performance of the short play</p> <p>Written feedback from peers and teacher on accuracy of information and quality of presentation</p>

### 5.1.1 Sample assessment for learning activity: Analysing

#### Context

This activity is from a unit of work introducing Homer's *Odyssey*, and occurs towards the end of Stage 4. Students have learnt new vocabulary and the declension of nouns like *παῖς* and *ἄνομα*. They have read Classical Greek sentences containing third declension nouns and have deduced from context how their endings are applied. They have read and understood the extract from the first part of *The Cyclops*, and have discussed the basic plot of Homer's *Odyssey*.

#### Outcomes

A student:

- 4.UL.2 analyses grammatical structures used in simple sentences in extended passages of Classical Greek
- 4.MLC.1 recognises the function of relationships between words and structures
- 4.MBC.2 demonstrates understanding of key features of the culture of the ancient Greek world.

#### Description of activity

The third declension endings are recited from memory, and the concept of attaching endings to a stem is reinforced. Students read and discuss the content of the extract, the first part of *The Cyclops*. They work in groups to locate specified nouns in the reading passage, identifying the case and number, and explaining the use of the case in that particular instance. Students then complete a written exercise, where they identify the case and number of nouns, use the correct definite article (previously learnt) for each of the nouns, and recognise important features of the story of Homer's *Odyssey*.

#### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- analyse grammatical structures relating to nouns, by identifying:
  - case, number and purpose
- recognise linguistic functions and relationships between words and structures, by identifying:
  - the appropriate form of the definite article
- identify aspects of the culture of the Homeric world, by identifying:
  - important features of the story of the *Odyssey*.

### Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	<ul style="list-style-type: none"><li>identifies the grammatical structures used in simple sentences in Classical Greek</li><li>recognises consistently the function of relationships between words and structures</li><li>identifies aspects of the culture of the Homeric world.</li></ul>
Satisfactory	<ul style="list-style-type: none"><li>identifies some grammatical structures used in simple sentences in Classical Greek</li><li>recognises the function of some relationships between words and structures</li><li>identifies some aspects of the culture of the Homeric world.</li></ul>
Progressing	<ul style="list-style-type: none"><li>identifies some grammatical structures used in simple sentences in Classical Greek, relying on teacher support and modelled linguistic structures</li><li>shows some understanding of the relationships between words and structures</li><li>identifies a limited number of aspects of the culture of the Homeric world.</li></ul>

### Feedback

The teacher will provide written feedback. Comments will inform students about their ability to:

- understand the relationship between words and structures
- analyse the purpose of linguistic structures
- understand specific aspects of ancient Greek culture.

### Future directions

If evidence indicates that students have experienced difficulty with the text analysis, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support analysis. Students whose performances satisfy the criteria progress to further reading and translation of *The Cyclops*, with extended study and analysis of the third declension.

### Resources

The story *The Cyclops*

The analysing activity

## 5.2 Stage 5 Sample Unit of Work for Latin

<b>Learning context:</b> Romans and Britons	
<b>Topic:</b> Caesar's Invasion of Britain	<b>Indicative time:</b> 4–5 weeks
<p><b>Unit description:</b> This unit of work includes learning experiences and instruction that are suitable for Stage 5.</p> <p>Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to recognise and use grammatical structures, acquire vocabulary, translate extended passages of Latin into fluent English and appreciate relevant social, cultural and historical context. Student activities relate to the <i>learn about</i> and <i>learn to</i> statements and form the basis of the unit of work. Students read and respond to, analyse and translate texts.</p> <p>The <i>assessment for learning</i> activity in bold on page 37 has been described in detail at the end of the unit.</p>	
<p><b>Outcomes</b> A student:</p> <p><b>5.UL.1</b> reads extended passages of Latin, recognising language structures and overall meaning</p> <p><b>5.UL.2</b> analyses familiar grammatical structures of complex sentences in extended passages of Latin</p> <p><b>5.UL.3</b> translates passages of Latin into fluent and idiomatic English</p> <p><b>5.MLC.1</b> demonstrates understanding of the nature of languages as systems by describing linguistic features</p> <p><b>5.MLC.2</b> demonstrates the way in which meaning is conveyed by exploring features and structures of Latin</p> <p><b>5.MBC.1</b> explores the relationship of language and culture, as manifested in a range of texts and contexts</p> <p><b>5.MBC.2</b> identifies, explains and discusses references to cultural, social and historical features of the ancient Roman</p>	<p><b>Language structures</b> Present and past tense Third person narrative containing passive verb forms, eg <i>videbatur, expositas</i> Fourth and fifth declension nouns, eg <i>portus, dies</i></p> <p><b>Resources:</b> Welch and Duffield, <i>Caesar: Invasion of Britain</i> (Macmillan, Bolchazy-Carducci) <i>Caesar's Gallic War</i> (Loeb, Oxford or Penguin) <i>Oxford Classical Dictionary</i> (1996) Plutarch's <i>Fall of the Roman Republic</i> (Penguin) Suetonius' <i>The Twelve Caesars</i> (Penguin) <i>Cambridge Latin Course, Book 3</i> <i>Oxford Latin Course, Part 2</i> Internet websites, eg <i>Perseus Project</i></p>

<b>Focus: Introduction to the unit</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>cultural, social and historical features of the ancient Roman world</li> </ul>	<ul style="list-style-type: none"> <li>identify, explain and discuss cultural, social and historical features</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>outlines the linguistic and cultural goals of the unit in English</li> <li>presents an introduction to Julius Caesar, noting his place within history, and describing the culture and social practices of the late Roman Republic</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>discuss and make notes on Julius Caesar, the history of the time and the culture and society of the late Republic</li> </ul>	<p>Accurate information in note-taking</p>	<p>Students' discussion and oral feedback on historical and cultural context</p>
<ul style="list-style-type: none"> <li>the need for consistent application of grammatical rules and conventions</li> </ul>	<ul style="list-style-type: none"> <li>use metalanguage to explain linguistic structures and grammatical features encountered in text</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>presents, by revising previous examples, a method for reading texts, eg identify finite verb, identify subject etc</li> <li>discusses the notion of parsing</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>discuss merits of methods for reading texts</li> <li>note appropriate categories of parts of speech, eg a noun belongs to a particular declension, with case, number, gender</li> </ul>	<p>Appropriate metalanguage used in discussion</p>	<p>Teacher's oral feedback and students' sharing of ideas on ways to analyse structures</p>

Focus: Presentation and exploration of new vocabulary and structures				
Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>complex language structures</li> </ul>	<ul style="list-style-type: none"> <li>read passages of Latin, recognising complex language structures and the overall meaning</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>issues a new reading text, <i>Caesar: Invasion of Britain</i></li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>read the text a paragraph at a time, implementing a reading method</li> <li>derive overall meaning from the text, through discussion with peers and teacher</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>presents new vocabulary in context in the text</li> <li>uses metalanguage to explain new grammar and textual features</li> <li>presents in written and/or oral form selections in English from primary sources about Julius Caesar and his era</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>mimic pronunciation of new vocabulary</li> <li>brainstorm ideas on new vocabulary in context to discover English cognates</li> <li>brainstorm English derivatives from Latin root words</li> </ul>	<p>Effective methods employed, accuracy of students' interpretation of meaning</p>	<p>Students' sharing of ideas, teacher's observation and oral feedback on overall comprehension</p>
<ul style="list-style-type: none"> <li>ways of constructing sentences for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>identify purpose, eg to inform, persuade, and distinguish between main and subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>discuss the purpose of the text and identify main and subordinate clauses</li> </ul>	<p>Written responses and level of participation and performance in activities</p> <p>Textual purpose, main and subordinate clauses identified</p>	<p>Teacher observation and oral feedback, students' discussion about pronunciation, English cognates and derivatives</p> <p>Oral feedback from peers and teacher on identification of purpose and clauses</p>

<b>Focus: Presentation and exploration of new vocabulary and structures (cont)</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>grammatical structures used in complex sentences</li> <li>ways to demonstrate understanding of passages</li> <li>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</li> <li>metalanguage to explain features of Latin language</li> <li>cultural concepts and ways in which they are reflected in language and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain grammatical structures used</li> <li>read passages with appropriate tone, demonstrating an understanding of overall meaning, eg voice modulation, appropriate pauses</li> <li>identify the manipulation of particular structures and choice of vocabulary to achieve specific purposes</li> <li>uses metalanguage to explain features of Latin language</li> <li>identify and analyse ways in which culture is reflected in language use in diverse contexts</li> </ul>	<ul style="list-style-type: none"> <li>locate and discuss main ideas and supporting detail in the text</li> <li>analyse grammatical structures in the text</li> <li>read the text aloud</li> <li>analyse the text to identify specific purposes of new noun cases and new structures</li> <li>write metalanguage descriptions of new grammatical structures</li> <li>analyse the text to identify references, reflected in language use, to Caesar's invasion of Britain</li> </ul>	<p>Main ideas and supporting detail accurately identified</p> <p>Accurate analysis of structures</p> <p>Reading performances</p> <p>Accurate identification of purposes of new vocabulary and structures</p> <p>Accurate descriptions of new structures</p> <p>Accurate identification of cultural aspects</p>	<p>Teacher's oral feedback on main ideas and detail</p> <p>Students' sharing of ideas, teacher's oral feedback on identification and explanation of structures</p> <p>Oral feedback from teacher and peers on pronunciation, tone and pausing</p> <p>Teacher's oral feedback on purpose of choice of new vocabulary and structures</p> <p>Written feedback from peers on accuracy of metalanguage used to describe structures</p> <p>Students' sharing of ideas, oral feedback from teacher on cultural references</p>

<b>Focus: Consolidation of knowledge of new vocabulary and structures</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>resources available to locate and select information about cultural, historical and social features</li> <li>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>identify, explain and discuss information selected from a variety of sources, eg information and communication technologies</li> <li>identify the manipulation of particular structures and choice of vocabulary to achieve specific purposes</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>read and/or listen to selections in English from primary sources and, with teacher support and group discussion, compile their own sources and references</li> <li>consolidate knowledge of new vocabulary and structures through oral and written exercises, eg cloze activities, multiple-choice questions, vocabulary quizzes, question/answer in Latin, construction of sentences in English</li> </ul>	<p>Compilation of appropriate sources and references</p> <p>Accurate completion of activities</p>	<p>Students' sharing of ideas, oral feedback from teacher on relevance of information gathered</p> <p>Oral and written feedback from students and teacher on accuracy of responses to activities</p>

<b>Focus: Independent learning experiences</b>				
<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated teaching, learning and assessment activities</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• translate orally sections or paragraphs of the text into fluent and idiomatic English</li> <li>• translate in writing sections or paragraphs of the text into fluent and idiomatic English</li> <li>• discuss stylistic devices in the extract that are used to convey meaning</li> <li>• edit oral and written translations to give a clear reflection of the tone and style of the original text</li> </ul> <p><b>Assessment for learning activity – Translating</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• <b>translate in writing an unseen text that is based on the seen text and on previously acquired vocabulary and structures</b></li> <li>• work in groups, using the compilation of sources, to identify, research and organise historical and cultural references in the unseen text for a multimedia presentation</li> </ul>	<p>Accurate oral translations</p> <p>Accurate written translations</p> <p>Accurate written translations reflecting the tone and style of the original text</p> <p><b>Accurate written translations, reflecting the tone and style of the unseen passage</b></p> <p>Presentation of research projects</p>	<p>Teacher’s oral feedback, students’ sharing of ideas on appropriate translation</p> <p>Teacher’s written feedback on accuracy of translation</p> <p>Students’ sharing of ideas, oral feedback from the teacher on use of appropriate tone and style</p> <p><b>Written feedback from the teacher on accuracy of translation and use of appropriate expression</b></p> <p>Written feedback from teacher and peers on accuracy of information and quality of presentation</p>

### 5.2.1 Sample assessment for learning activity: Translating

#### Context

This activity is from a unit of work on Romans and Britons, and occurs midway through Stage 5. Students have read and discussed the text *Caesar: Invasion of Britain*. They have read aloud in Latin, and have identified the main ideas and supporting detail in the text. They have analysed grammatical structures in the text, using metalanguage to explain linguistic structures and features. They have identified the meaning of new vocabulary in context, and discussed cultural references in the text. They have explored in English the cultural context of the text, and compiled their own sources and references.

#### Outcomes

A student:

- 5.UL.2 translates passages of Latin into fluent and idiomatic English
- 5.MLC.2 demonstrates the way in which meaning is conveyed by analysing features and structures of Latin
- 5.MBC.1 explores the relationship of language and culture as manifested in a range of texts and contexts.

#### Description of activity

Students work together to translate, orally and in writing, sections of the text *Caesar: Invasion of Britain* into fluent and idiomatic English. They discuss the stylistic devices in the text that are used to convey meaning, and edit their translations to give a clear reflection of the tone and style of the original text. They then translate in writing an unseen text that is based on the seen text and on previously acquired vocabulary and structures.

#### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- analyse complex structures in extended passages, by identifying:
  - noun case and number, verb forms and tense
  - stylistic features used to convey meaning
- translate an unseen passage of Latin into fluent and idiomatic English, by:
  - manipulating knowledge of familiar vocabulary to deduce the meaning of unfamiliar vocabulary
  - selecting appropriate vocabulary and expression to reflect the tone and style of the passage
- recognise historical and cultural aspects, by identifying:
  - references to Caesar's invasion of Britain.

### Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
8–10 (High)	<ul style="list-style-type: none"><li>• analyses complex structures, identifying noun declension and case and verb forms</li><li>• translates accurately into fluent and idiomatic English that captures the tone and style of the passage</li><li>• identifies cultural and historical context relating to Caesar's era.</li></ul>
4–7 (Satisfactory)	<ul style="list-style-type: none"><li>• analyses complex structures, identifying declension and case of most nouns and most verb forms</li><li>• translates with few errors into clear English</li><li>• identifies historical and cultural aspects relating to Caesar's era.</li></ul>
1–3 (Progressing)	<ul style="list-style-type: none"><li>• identifies some structures and inflected forms</li><li>• translates into English, relying on teacher support and modelled linguistic structures</li><li>• identifies some historical and cultural aspects relating to Caesar's era.</li></ul>

### Feedback

Students will receive written feedback from the teacher. Comments will inform students about their ability to:

- analyse complex structures
- translate into English, conveying the tone and style of the original passage
- identify historical and cultural context relating to Caesar's era.

### Future directions

If evidence indicates that students have experienced difficulty with the translation activity, teachers may need to adjust subsequent learning experiences through revision of noun declensions, verb forms and tense. Students whose performances satisfy the criteria progress to the next activity, where they work in groups to research and organise historical and cultural references in the unseen text for a multimedia presentation.

### Resources

The text *Caesar: Invasion of Britain*

The text for translation