

# **Classical Languages**

**Latin**

**Course  
Framework**

**For courses from 2014**





# LATIN

## COURSE FRAMEWORK

### INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

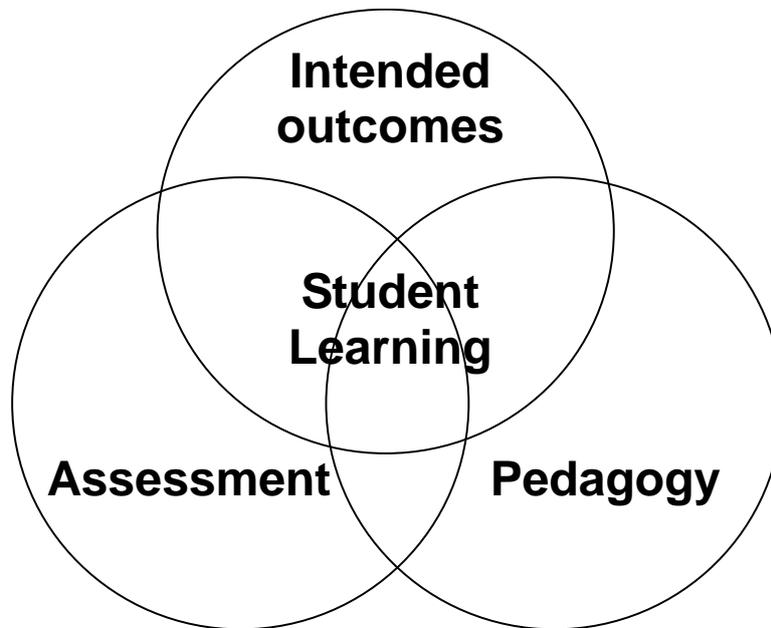
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix A**.*

### COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



### **Underpinning beliefs**

- All students are able to learn.
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.

### **Learning principles**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## LATIN

Beginning and Continuing Latin Tertiary courses may be developed under this framework. Courses should provide for a diverse range of students with the opportunity to study Latin relevant to their lives and futures.

## RATIONALE

‘The study of Classical Languages provides learners with a key to the literature, history, thought and culture of the ancient world. A unique feature of the study of classical languages is the opportunity to engage closely with cultures and societies that are removed in time and place from our own, and is a bridge between the contemporary world and the civilisations of antiquity.’<sup>1</sup>

The study of Latin in schools is usually the study of the language used by the Roman writers whose works collectively spanned the period of c.100BC to c.100AD, and more particularly, the study of prose and poetry of those authors who wrote during the end of the Republic and early years of the Empire. These are the years of Rome’s greatest power and influence, and the richest in its output of literary excellence.

The study of Latin makes an important contribution to the educative process in the contemporary world. Through a study of its literature, students gain an insight into the ideas, beliefs, customs and values of a people who significantly shaped Western society<sup>2</sup>. It provides students with an opportunity to reflect on issues, values and themes of universal significance, and through a comparative process, evaluate their influence on contemporary Australian society, both at the personal and community level.

The inflected nature of the language requires careful analysis of inflections, word order and the strict relationships between words and sentences. This analysis promotes logical thinking about meaning and thus increased accuracy in written communication. The ability to translate the ideas and thoughts from one language into another forces students to think carefully not only about their own language but about language in general.

The study of Latin teaches students not only how to learn a language, but provides a firm base on which to build another, as well as broader studies in humanities.

Additionally, through its linguistic challenges and the exposure to a variety of Roman writers, both poetry and prose, it provides students with a singular opportunity for intellectual stimulation, a sense of enjoyment and achievement, and with it all, a sharper insight into the English language.

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<sup>1</sup> The Shape of the Australian Curriculum: Languages, ACARA, November 2011

## GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

### *Beginning*

- comprehend, translate, and analyse continuous passages of Latin text of increasing complexity

### *Continuing*

- comprehend, translate, analyse and evaluate original Latin verse and prose texts

### *Beginning and Continuing*

- develop, through the reading of Latin text, awareness of the contribution of Latin and of the Roman way of life to Western civilisation, its origins and its contribution to Australia's cultural identity
- understand, through their reading of Latin text, the social, moral and political value systems of the Romans and compare them with those of contemporary multicultural Australian society
- apply their knowledge of Latin to gain understanding of the close relationship between Latin and English vocabulary and that of the Romance languages
- learn other languages more effectively using their knowledge of grammatical terminology and complex linguistic structures
- develop the capacity to think clearly and logically
- derive enjoyment from the study of Latin.

## LITERACY IN LATIN

Students have opportunities to develop and refine the following literacy skills when studying Latin:

- understanding how language functions
- understanding and explaining insights into the nature, styles, and purposes of language, and the dimensions of context and audience
- making connections between Latin and English through recognising patterns
- comparing similarities and differences between languages

## NUMERACY IN LATIN

Students have opportunities to develop and refine the following numeracy skills when studying Latin:

- identifying pattern, order, and relationships and an understanding of concepts, such as time, number, and space in different cultures as expressed through language

NOTE: The developers acknowledge the SACE Language curriculum document in the development of literacy and numeracy skills.

## GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A or T), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### Essential Concepts and Skills

*All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.*

#### Concepts

*The essential concepts of Latin include:*

- understanding of the culture which has formed the basis of Western society
- appreciation of the similarities and diversity of the human character and experience over many centuries
- comprehension of the relationship between the values of the Romans and those of the modern world
- understanding of the unique nature of an inflected language

#### Skills

##### *Beginning*

- understanding of the Latin accidence (word forms) and syntax (structures) of the reading materials
- translation into Latin of phrases and simple English sentences using the vocabulary of the reading text
- translation into English of Latin reading materials
- comprehension and translation into English of passages of unprepared Latin text
- recognition of the relationship between Latin vocabulary and English derivatives

##### *Continuing*

- comprehension and translation into English of Latin prose and verse reading texts
- analysis and evaluation of the linguistic features and literary qualities of the Latin reading texts
- translation into English of passages of unseen Latin prose and/or verse texts
- understanding of the accidence (word forms) and syntax (structures) of the Latin language
- translation into Latin of simple and complex English sentences using a wide range of case usage and linguistic structures

## **Recommended Content**

### **Beginning**

Passages of Latin chosen to be read should move from simple Latin sentences to continuous simplified Latin text, such as is contained in various beginning courses commonly used in Years 7 to 10. Older students may find the text and learning materials provided in adult introductory courses, such as *Reading Latin*, Peter V. Jones and Keith C. Sidwell, CUP, 1986 appropriate to their level of maturity.

### **Continuing**

Passages of Latin chosen to be read should be both appropriate to the level and the interest of the students, moving from simplified or modified Latin of a course text in the early stages of Year 11 to original Latin verse and prose texts which provide opportunities for developing the concepts and skills outlined above. Authors should be chosen to provide students with a range of genre and subject matter.

### **Vocational Courses**

There are no vocational courses under this Course Framework.

# **PEDAGOGY**

## **Teaching Strategies**

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences. Teaching strategies that are particularly relevant and effective in Latin include:

### **Review prior learning**

- students reflection on relevant concepts and skills
- class discussions

### **Introduce new material**

- use of technology and specific internet resources

### **Provide demonstration, guided practice and application**

- instruction and teacher modelling
- collaborative learning, particularly with reading-text tasks
- student presentations, discussion and, where appropriate, debate
- deductive reasoning, particularly in relation to unfamiliar forms of words and language

### **Promote independent practice and application**

- individual research and independent learning
- verbal and written analysis of reading texts, including examination, investigation, identification and application

### **Link to next task or skill area**

- informal discussion of the relevance of ideas and language of the text
- correction of written work, especially in grammar-related tasks

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Tasks** in T courses require students to utilise the higher order thinking skills that are the basis of the ACT Scaling Test.

**Assessment Task Types** (with weightings) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** state the criteria for a task type and a continuum that indicates levels of student achievement based on the grade standards. (Appendix B)

## ASSESSMENT GUIDE TO TASK TYPES

### T COURSES

#### Board Recommendations

The Board recommends 3 - 5 assessment tasks per standard unit (1.0) and 2 - 3 per half standard unit (0.5).

Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

Assessment in T courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through exploring, examining, analysing, hypothesising and evaluating.
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#### Approaches to Assessment

- Refer to recognised models of quality pedagogy such as the Quality Teacher model when developing tasks.
- Use of a variety of practical and theoretical tasks that recognise different learning styles and utilise a range of technologies.

## Assessment Task Types (Beginning)

Task Type	Reading	Analysis	Translation
	Latin Reading Text	Language	Independent Translation
Mandatory	<ul style="list-style-type: none"> <li>• translate extracts of the reading material</li> <li>• comment on the content of the reading material</li> <li>• comment on the historical, social and cultural context of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the grammar of the reading material</li> <li>• recognise the accident and syntax of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>• comprehend passages of unprepared Latin text</li> <li>• translate into English unprepared Latin text</li> </ul>
<b>Minimum for Mandatory</b>	<b>35% of unit total mark</b>	<b>20% of unit total mark</b>	<b>25% of unit total mark</b>
Optional	<ul style="list-style-type: none"> <li>• research essay/dossier</li> <li>• oral presentation</li> <li>• assignment</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the relationship of English words to the Latin vocabulary of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>• translate into Latin simple English phrases or sentences related to the reading material</li> </ul>
<b>Weightings in A/T 1.0 Units</b>	<b>35-55%</b>	<b>20-30%</b>	<b>25-35%</b>
<b>Weightings in A/T 0.5 Units</b>	<b>35-55%</b>	<b>20-30%</b>	<b>25-35%</b>

## Assessment Task Types (Continuing)

Task Type	Reading	Analysis	Translation
	Latin Literature	Language	Independent Translation
Mandatory	<ul style="list-style-type: none"> <li>• translate the reading texts into English</li> <li>• comment on the content and literary, stylistic and structural features of the reading texts</li> <li>• comment on the historical, social and cultural context of the reading texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding of Latin accidence and syntax</li> <li>• analyse and identify the accidence and syntax of the Latin reading texts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• translate into English passages of unseen Latin prose</li> <li>• and/or</li> <li>• translate into English passages of unseen Latin verse</li> </ul>
<b>Minimum for mandatory</b>	<b>40% of unit total mark</b>	<b>10% of unit total mark</b>	<b>30% of unit total mark</b>
Optional	<ul style="list-style-type: none"> <li>• research essay/dossier</li> <li>• oral presentation</li> <li>• assignment</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the relationship of English words to the Latin vocabulary of the reading texts</li> </ul>	<ul style="list-style-type: none"> <li>• translate into Latin simple and complex English sentences</li> </ul>
<b>Weightings in A/T 1.0 Units</b>	<b>40-55%</b>	<b>10-15%</b>	<b>30-40%</b>
<b>Weightings in A/T 0.5 Units</b>	<b>40-55%</b>	<b>10-15%</b>	<b>30-40%</b>

## Assessment Criteria

Students will be assessed in Reading, Analysis and Translation tasks on the degree to which they demonstrate:

### *Beginning*

- understanding of the content, and the historical and cultural issues relevant to the Latin reading material
- understanding of the accident and structures of the reading material, and the influence of Latin vocabulary on English vocabulary
- ability to translate Latin text, both prepared and unprepared, into English, and simple English phrases and sentences, based on the reading material, into Latin

### *Continuing*

- understanding of the content and purpose, the literary, stylistic and structural qualities, together with the historical and social context of the reading texts.
- understanding of the accident and syntax of the Latin language, the linguistic features of the reading texts, and the influence of Latin vocabulary on English vocabulary
- ability to translate Latin prose and verse texts, both prepared and unseen, into English, and English simple and complex sentences into Latin

**Assessment Rubrics** have been developed for all of the Task Types. These are included at **Appendix B**.



## **ACHIEVEMENT STANDARDS**

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

### Beginning Grade Descriptors (T)

	<i>A student who achieves an A Grade typically</i>	<i>A student who achieves an B Grade typically</i>	<i>A student who achieves an C Grade typically</i>	<i>A student who achieves an D Grade typically</i>	<i>A student who achieves an E Grade typically</i>
<b>Reading Text</b>	<ul style="list-style-type: none"> <li>demonstrates complete understanding of the content of reading material; reflects in translation the structures and continuity of the Latin; uses appropriate English diction and idiom</li> <li>demonstrates comprehensive understanding of the historical, social and cultural allusions and background of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates clear understanding of the content of the reading material; reflects in translation many of the structures and much of the continuity of the Latin; uses mostly appropriate English diction and idiom</li> <li>demonstrates broad understanding of much of the historical, social and cultural allusions and background of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of the content of the reading material; translates with a number of omissions; reflects in translation some of the structures and continuity of the Latin; uses generally appropriate English diction and idiom</li> <li>demonstrates a general understanding of some of the historical, social and cultural allusions and background of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of the content of the reading material; translates with many omissions; attempts to paraphrase much of the text with limited success in reflecting the structures of the Latin</li> <li>demonstrates limited understanding of the historical, social and cultural allusions and background of the reading material</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of the content of the reading material; makes little or no attempt to either paraphrase or translate the Latin; has many omissions</li> <li>demonstrates very limited understanding of the historical, social and cultural allusions and background of the reading material</li> </ul>
<b>Analysis of Language</b>	<ul style="list-style-type: none"> <li>demonstrates extensive knowledge of the grammar of the reading material; analyses and identifies parts of speech, grammatical forms and their uses; manipulates forms of Latin words with few or no errors</li> <li>demonstrates comprehensive understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates comprehensive knowledge of most of the grammar of the reading material; analyses and identifies most parts of speech, grammatical forms and their uses; manipulates most forms of Latin words correctly</li> <li>demonstrates broad understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general knowledge of much of the grammar of the reading material; analyses and identifies many parts of speech, grammatical forms and their uses; manipulates many forms of Latin words correctly</li> <li>demonstrates a sound understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of the grammar of the reading material; identifies few parts of speech, grammatical forms and uses; reproduces few forms of Latin words correctly</li> <li>demonstrates some understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited knowledge of the grammar of the reading material; identifies very few parts of speech, grammatical forms and uses; reproduces very few forms of Latin words correctly</li> <li>demonstrates very limited understanding of the relationship between English and Latin vocabulary</li> </ul>
<b>Independent Translation</b>	<ul style="list-style-type: none"> <li>demonstrates comprehensive understanding of the meaning of the unprepared Latin text; answers questions on content fully; reflects in translation all or almost all the structures of the Latin; uses appropriate English diction and idiom</li> <li>demonstrates comprehensive understanding of the Latin accident of the reading material; translates English words and simple sentences into Latin with a high degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates clear understanding of the meaning of the unprepared Latin text; answers most questions on content fully; reflects in translation most of the structures of the Latin; uses mostly appropriate English diction and idiom</li> <li>demonstrates broad understanding of the Latin accident of the reading material; translates English words and simple sentences into Latin mostly accurately</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of the meaning of the unprepared Latin text; answers many questions on content; reflects in translation many of the structures of the Latin; uses mostly appropriate English diction and idiom</li> <li>demonstrates general understanding of the Latin accident of the reading material; translates English words and simple sentences into Latin with a number of correct forms</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of the meaning of the unprepared Latin text; answers few questions on content; reflects in translation few of the structures of the Latin; uses some appropriate English diction</li> <li>demonstrates limited understanding of the Latin accident of the reading material; translates English words and simple sentences into Latin with few correct forms</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of the meaning of the unprepared Latin text; answers very few questions on content; reflects in translation very few of the structures of the Latin; uses some appropriate English diction</li> <li>demonstrates very limited understanding of the Latin accident of the reading material; translates English words and simple sentences into Latin with little accuracy</li> </ul>

### Continuing Grade Descriptors (T)

	<i>A student who achieves an A Grade typically</i>	<i>A student who achieves an B Grade typically</i>	<i>A student who achieves an C Grade typically</i>	<i>A student who achieves an D Grade typically</i>	<i>A student who achieves an E Grade typically</i>
<b>Reading</b>	<ul style="list-style-type: none"> <li>demonstrates comprehensive understanding of the content of the reading texts; reflects in translation the emphases and continuity of the Latin; uses appropriate English diction and idiom</li> <li>demonstrates comprehensive understanding of the historical and social allusions of the reading texts; identifies and explains specific, literary, stylistic and structural features of the texts; relates these, where appropriate, to the author's purpose; supports any explanations with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates clear understanding of the content of the reading texts; reflects in translation most of the emphases and much of the continuity of the Latin; uses mostly appropriate English diction and idiom</li> <li>demonstrates broad understanding of the historical and social allusions of the reading texts; identifies and explains most of the literary, stylistic and structural features of the texts; relates these, where appropriate, to the author's purpose; supports most explanations with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of the content of the reading texts; translates with some omissions; reflects some of the emphases and continuity of the Latin; uses generally appropriate English diction and idiom</li> <li>demonstrates general understanding of the historical and social allusions of the reading texts; identifies and explains a number of literary, stylistic and structural features of the texts; makes some attempt to explain these and relate them where appropriate to the author's purpose; makes some attempt to support comments with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of the content of the reading texts; translates with many omissions; attempts to paraphrase the general sense with limited success in reflecting the emphases or structures of the Latin</li> <li>demonstrates limited understanding of the historical and social allusions of the reading texts; identifies and explains few literary, stylistic and structural features of the texts; makes some attempt to explain them; makes little or no reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of the meaning of the reading texts; translates with very many omissions or makes little or no attempt to either translate or paraphrase the Latin</li> <li>demonstrates very limited understanding of the historical and social allusions of the reading texts; provides little relevant information about the literary qualities of the text; shows little or no understanding of the relevance of specific references and allusions within the text</li> </ul>
<b>Analysis of Language</b>	<ul style="list-style-type: none"> <li>demonstrates extensive knowledge of the grammar of the reading texts; analyses and identifies parts of speech, grammatical forms and their uses; manipulates forms of Latin words with few or no errors</li> <li>demonstrates comprehensive understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates comprehensive knowledge of most of the grammar of the reading texts; analyses and identifies most parts of speech, grammatical forms and their uses; manipulates many forms of Latin words mostly correctly</li> <li>demonstrates broad understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a general knowledge of much of the grammar of the Latin reading texts; analyses and identifies some parts of speech, grammatical forms and their uses; manipulates and reproduces forms of Latin words with a number of errors</li> <li>demonstrates a sound understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of the grammar of the reading texts; identifies few parts of speech, grammatical forms and their uses; reproduces some forms of Latin words correctly</li> <li>demonstrates little understanding of the relationship between English and Latin vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited knowledge of the grammar of the reading texts; identifies very few parts of speech, grammatical forms and their uses; reproduces very few forms of Latin words correctly</li> <li>demonstrates very little understanding of the relationship between English and Latin vocabulary</li> </ul>
<b>Independent Translation</b>	<ul style="list-style-type: none"> <li>demonstrates comprehensive understanding of the meaning of the unprepared Latin text; reflects all or almost all the structures and emphases of the Latin; uses appropriate English diction and idiom</li> <li>demonstrates comprehensive understanding of Latin accidence and syntax; translates English sentences into Latin with a high degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates clear understanding of the meaning of the unprepared Latin text; reflects most of the structures and emphases of the Latin; uses mostly appropriate English diction and idiom</li> <li>demonstrates broad understanding of Latin accidence and syntax; translates English sentences into Latin using mostly correct Latin word forms and structures</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of the meaning of the unprepared Latin text; translates with some omissions; reflects many of the structures of the Latin; uses generally appropriate English diction</li> <li>demonstrates sound understanding of Latin accidence and syntax; translates English sentences into Latin using many correct Latin word forms and structures</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of the meaning of the unprepared Latin text; translates with many omissions; reflects few of the structures of the Latin</li> <li>demonstrates limited understanding of Latin accidence and syntax; translates English sentences into Latin using few correct Latin forms and structures</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of the meaning of the unprepared Latin text; reflects very few of the structures and emphases of the Latin</li> <li>demonstrates very limited if any understanding of Latin word forms and structures; makes little or no attempt to translate English sentences into Latin</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

### **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## BIBLIOGRAPHY

### References for Curriculum Development

ACT Department of Education & Training: Every Chance to Learn – Curriculum Framework for ACT Schools Preschool to year 10 (2007)

Ministerial Council on Education, Employment, Training and Youth Affairs National Statement and Plan on Languages Education in Australian Schools (2005)

ACT BSSS Languages Framework, 2008

### Teacher References in Latin

The following is a brief list of teacher resources that will be useful in developing courses based on this framework. It is neither prescriptive nor exhaustive.

### Teachers' Associations

Classical Languages Teachers' Association Incorporated (NSW) <http://classics.org.au/clta/index.html>

The Joint Association of Classical Teachers (UK)

<http://www.jact.org/>

American Classical League

<http://www.acclclassics.org/>

### Course Books

Cambridge Latin Course, 4<sup>th</sup> edition CUP, 1998

Oxford Latin Course, OUP, 1987

Reading Latin, Peter V Jones and Keith C. Sidwell, CUP, 1986

(Text and an accompanying Grammar, Vocabulary and Exercises)

### Web sites for Course Books

Cambridge School Classics Project: <http://www.cambridgescp.com/>

Oxford Latin Course: <http://artemis.austincollege.edu/acad/cml/rcape/latin/grammar-index.html>

Wheelock's Latin: <http://www.wheelockslatin.com>

### General

Digital Library: <http://www.perseus.org/>

Radio Finland: <http://www.yleradio1.fi/nuntii/>

## COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
John Dodds	Canberra Girls' Grammar School
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The group gratefully acknowledges the work of previous groups who developed and revised the Latin Course Framework.

**All programs of study for the ACT Year 12 Certificate should enable students to become:**

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> <li>creative and critical thinkers</li> </ul>	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> <li>enterprising problem-solvers</li> </ul>	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> <li>skilled and empathetic communicators</li> </ul>	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
<ul style="list-style-type: none"> <li>informed and ethical decision-makers</li> </ul>	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
<ul style="list-style-type: none"> <li>environmentally and culturally aware citizens</li> </ul>	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
<ul style="list-style-type: none"> <li>confident and capable users of technologies</li> </ul>	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing</b> and making, <b>communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
<ul style="list-style-type: none"> <li>independent and self-managing learners</li> </ul>	eg <b>understanding self</b> ( <i>including gender</i> ), <b>having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
<ul style="list-style-type: none"> <li>collaborative team members</li> </ul>	eg <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths</b> ( <i>including contributions of boys and girls</i> ), <b>skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

**and provide students with**

<ul style="list-style-type: none"> <li>a comprehensive body of specific knowledge, principles and concepts</li> </ul>	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
<ul style="list-style-type: none"> <li>a basis for self-directed and lifelong learning</li> </ul>	<b>through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps')</b> that prepares for a social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> <li>personal attributes enabling effective participation in society</li> </ul>	<b>through developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society

## Beginning Latin

These suggested rubrics are generic in form and should be adapted, where necessary, to the specific tasks set.

	A student who achieves an <b>A</b> grade typically	A student who achieves a <b>B</b> grade typically	A student who achieves a <b>C</b> grade typically	A student who achieves a <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically	
<b>Reading Text</b>	<p>translates Latin reading materials into accurate idiomatic English</p> <p>demonstrates a <b>detailed</b> understanding of the content of the reading materials</p> <p>explains <b>in detail</b> the social, cultural and historical aspects of the reading materials</p> <p>supports comments where necessary with detailed <b>evidence</b> from the reading materials</p>	<p>translates Latin reading materials into mostly accurate idiomatic English</p> <p>demonstrates clear understanding of the content of the reading materials</p> <p>explains <b>in some detail</b> the social, cultural and historical aspects of the reading materials</p> <p>supports comments where necessary with substantial <b>evidence</b> from the reading materials</p>	<p>translates the Latin reading materials with a number of inaccuracies in detail and English idiom</p> <p>demonstrates general understanding of the content of the reading materials</p> <p>explains generally but with some detail the social, cultural and historical aspects of the reading materials</p> <p>supports comments where necessary with some evidence from the reading materials</p>	<p>translates the Latin reading materials with a limited degree of accuracy and or English idiom</p> <p>demonstrates some understanding of the content of the reading materials</p> <p>explains only very generally the social, cultural and historical aspects of the reading materials</p> <p>makes an effort to support comments where necessary with evidence from the reading materials</p>	<p>translates the Latin reading materials with a very limited degree of accuracy</p> <p>demonstrates little or no understanding of the content of the reading materials</p> <p>explains with very little or no detail of the social, cultural and historical aspects of the reading materials</p> <p>makes little or no effort to support comments where necessary with evidence from the reading materials</p>	
<b>Analysis of Language</b>	<p>demonstrates detailed knowledge of the basic accidence of Latin words in the reading materials</p> <p>demonstrates comprehensive understanding of the basic grammatical structures of the reading materials</p> <p>recalls the meaning of all or almost all Latin words in the reading materials and their relationships to their English derivatives</p>	<p>demonstrates substantial knowledge of the basic accidence of Latin words in the reading materials</p> <p>demonstrates sound understanding of the basic grammatical structures of the reading materials</p> <p>recalls the meaning of most Latin words in the reading materials and their relationships to their English derivatives</p>	<p>demonstrates some general knowledge of the grammatical structures in the reading materials</p> <p>demonstrates some understanding of the basic grammatical structures of the reading materials</p> <p>recalls the meaning of some of the Latin words in the reading materials and their relationships to their English derivatives</p>	<p>demonstrates limited knowledge of the grammatical structures covered by the reading materials</p> <p>demonstrates little understanding of the basic grammatical structures of the reading materials</p> <p>recalls the meaning of few of the Latin words in the reading materials and their relationships to their English derivatives</p>	<p>demonstrates very limited knowledge of the grammatical structures covered by the reading materials</p> <p>demonstrates very little or no understanding of the basic grammatical structures of the reading materials</p> <p>recalls the meaning of very few or no Latin words in the reading materials and their relationships to their English derivatives</p>	
<b>Independent Translation</b>	<b>Latin to English</b>	<p>comprehends the content of the Latin and accurately conveys its meaning</p> <p>translates the Latin with few or no omissions, errors of syntax and/or vocabulary</p> <p>translates and maintains the order of ideas of the Latin</p> <p>translates the Latin using appropriate English diction</p>	<p>comprehends most of the content of the Latin and accurately conveys its meaning</p> <p>translates the Latin with some omissions, errors of syntax and/or vocabulary</p> <p>translates maintaining most of the order of ideas of the Latin</p> <p>translates the Latin using mostly appropriate English diction</p>	<p>comprehends much of the content of the Latin and conveys its general meaning</p> <p>translates the Latin with a number of omissions, errors of syntax and/or vocabulary</p> <p>translates maintaining the general order of ideas of the Latin</p> <p>translates the Latin with some attempt to use appropriate English diction</p>	<p>comprehends and conveys the meaning of some content of the Latin</p> <p>translates the Latin with numerous omissions, errors of syntax and/or vocabulary</p> <p>translates the Latin into isolated and/or disconnected sentences, with many omissions and inaccuracies</p> <p>translates the Latin with limited use of appropriate English diction</p>	<p>comprehends little or none of the content of the Latin</p> <p>translates the Latin with little coherence of meaning</p> <p>translates isolated words or phrases of the Latin, with very many omissions, inaccuracies of meaning and errors of vocabulary</p> <p>translates the Latin with little or no understanding of appropriate English diction</p>
	<b>English to Latin</b>	<p>demonstrates detailed knowledge and understanding of the basic accidence and syntax of the Latin course</p> <p>translates English words and simple sentences into Latin accurately, with few or no errors of accidence or syntax</p>	<p>demonstrates substantial knowledge and understanding of the basic accidence and syntax of the Latin course</p> <p>translates English words and simple sentences into Latin mostly accurately, with some errors of accidence or syntax</p>	<p>demonstrates general knowledge and understanding of the basic accidence and syntax of the Latin course</p> <p>translates English words and simple sentences into Latin with a number of errors of accidence and syntax</p>	<p>demonstrates limited knowledge and understanding of the basic accidence and syntax of the Latin course</p> <p>translates English words and simple sentences into Latin with a wide range of errors of accidence and syntax</p>	<p>demonstrates very limited or no knowledge and understanding of the basic accidence and syntax of the Latin course</p> <p>translates some isolated English words into Latin correctly</p>

**Continuing Latin**

These suggested rubrics are generic in form and should be adapted, where necessary, to the specific tasks set.

	<b>A student who achieves an A grade typically</b>	<b>A student who achieves a B grade typically</b>	<b>A student who achieves a C grade typically</b>	<b>A student who achieves a D grade typically</b>	<b>A student who achieves an E grade typically</b>	
<b>Literature</b>	<p>translates Latin into idiomatic English maintaining fluency and the emphases of the Latin texts</p> <p>demonstrates detailed understanding of the content of the reading texts in their social and historical context,</p> <p>identifies and explains the use of specific literary, stylistic and structural techniques in the reading texts</p> <p>demonstrates comprehensive understanding of how aspects of content, word choice, use of language, figures of speech, metre and structure support the author’s purpose in the reading texts</p> <p>structures comments in an organised way, supports comments with evidence from the reading texts</p>	<p>translates Latin into mostly accurate idiomatic English maintaining fluency and the emphases of the Latin texts</p> <p>demonstrates clear understanding of the content of the reading texts in their social and historical context</p> <p>identifies and explains the use of most literary, stylistic and structural techniques in the reading texts</p> <p>demonstrates high level understanding of how aspects of content, word choice, use of language, figures of speech, metre and structure support the author’s purpose in the reading texts</p> <p>structures comments in a mostly organised way, supports most comments with evidence from the reading texts</p>	<p>translates the Latin reading texts with a number of inaccuracies in detail and English idiom</p> <p>demonstrates general understanding of the content of the reading texts in their social and historical context</p> <p>identifies the use of a number of literary, stylistic and structural techniques in the reading texts</p> <p>demonstrates a general understanding of how aspects of content, word choice, use of language, figures of speech, metre and structure support the author’s purpose in the reading texts</p> <p>writes comments showing some structure and organisation of ideas, makes comments without consistent reference to evidence from the texts</p>	<p>translates the Latin reading texts with a limited degree of accuracy and or English idiom</p> <p>demonstrates some understanding of the content of the reading texts in their social and historical context</p> <p>identifies the use of few literary, stylistic and structural techniques in the reading texts</p> <p>demonstrates limited understanding of how aspects of content, word choice, use of language, figures of speech, metre and structure support the author’s purpose in the reading texts</p> <p>writes comments without any apparent structure or organisation of ideas, makes little reference to evidence from the reading texts</p>	<p>translates the Latin reading texts with a very limited degree of accuracy</p> <p>demonstrates little or no understanding of the content of the reading texts in their social and historical context</p> <p>identifies the use of very few, if any, literary, stylistic and structural techniques in the reading texts</p> <p>demonstrates very limited, if any, understanding of how aspects of content, word choice, use of language, figures of speech, metre and structure support the author’s purpose in the reading texts</p> <p>writes few relevant comments on the reading texts</p>	
<b>Analysis of Language</b>	<p>demonstrates detailed and extensive knowledge of the inflections of words in the reading texts</p> <p>demonstrates a comprehensive understanding of the grammatical structures (syntax) of the reading texts</p>	<p>demonstrates substantial knowledge of the inflections of words in the reading texts</p> <p>demonstrates sound understanding of the grammatical structures of the reading texts</p>	<p>demonstrates some general knowledge of the inflections of words in the reading texts</p> <p>demonstrates some understanding of the grammatical structures of the reading texts</p>	<p>demonstrates limited knowledge of the inflections of words in the reading texts</p> <p>demonstrates little understanding of the grammatical structures of the reading texts</p>	<p>demonstrates very limited knowledge of the inflections of words in the reading texts</p> <p>demonstrates very little or no understanding of the grammatical structures of the reading texts</p>	
<b>Independent Translation</b>	<b>Latin to English</b>	<p>demonstrates comprehensive understanding of the content of the Latin and accurately conveys its meaning</p> <p>translates the Latin with few or no omissions, errors of syntax and/or vocabulary</p> <p>translates the Latin maintaining its order of ideas and emphases wherever possible using appropriate English diction</p>	<p>demonstrates understanding of most of the content of the Latin and accurately conveys most of its meaning</p> <p>translates the Latin with some omissions, errors of syntax and/or vocabulary</p> <p>translates the Latin maintaining most of its order of ideas and emphases wherever possible, using mostly appropriate English diction</p>	<p>demonstrates a general understanding of the content of the Latin and makes sense of much of its meaning</p> <p>translates the Latin with a number of omissions, errors of syntax and/or vocabulary</p> <p>translates the Latin maintaining its general order of ideas with some attempt to use appropriate English diction</p>	<p>demonstrates limited understanding of the content of the Latin and makes little sense of its meaning</p> <p>translates the Latin with numerous omissions, errors of syntax and/or vocabulary</p> <p>translates the Latin into isolated and/or disconnected sentences, with many omissions and inaccuracies of meaning and vocabulary</p>	<p>demonstrates very little or no understanding of the content of the Latin</p> <p>translates the Latin with little or no coherence of meaning</p> <p>translates isolated words or phrases of the Latin, with very many omissions and inaccuracies of meaning and vocabulary</p>
	<b>English to Latin</b>	<p>demonstrates detailed knowledge and understanding of the accidence and syntax of the Latin language</p> <p>translates English simple and complex sentences accurately into Latin, with few or no errors of accidence or syntax</p>	<p>demonstrates substantial knowledge and understanding of the accidence and syntax of the Latin language</p> <p>translates English simple and complex sentences mostly accurately into Latin, with some errors of accidence or syntax</p>	<p>demonstrates general knowledge and understanding of the accidence and syntax of the Latin language</p> <p>translates English simple and complex sentences into Latin with a number of errors of accidence and syntax</p>	<p>demonstrates limited knowledge and understanding of the accidence and syntax of the Latin language</p> <p>translates English simple and complex sentences into Latin with a wide range of errors of accidence and syntax</p>	<p>demonstrates very limited or no knowledge and understanding of the accidence and syntax of the Latin language</p> <p>translates isolated words of English simple and complex sentences into Latin</p>