



LATIN

COURSE FRAMEWORK

INTRODUCTION

This Course Framework provides the essential basis for the development and accreditation of the senior secondary courses in Latin in the ACT. It also provides a common basis for assessment and reporting of student outcomes in courses based on this Course Framework.

This *Latin Course Framework* should be regarded as a description of components essential to the development of Latin courses at a number of levels and for a variety of purposes. Each school and college will develop course content and design assessment tasks according to the needs and requirements of its student population.

RATIONALE

The analysis of a non-spoken language is particularly relevant to the acquisition of language skills in a multicultural, multi-racial and multilingual society. An awareness of the fundamentals of Latin provides an important basis for the study of English and other European languages, especially romance languages. Because Latin has made such an immense contribution to English, a knowledge of Latin helps students expand and enrich their English vocabulary and enhance their appreciation of European literature.

The study of Latin is a continuous intellectual process through which students acquire a variety of learning strategies which are transferable across the curriculum. The intellectual process encourages the development of lateral thinking, imagination, communication skills, logic, independence and problem solving skills, all of which are valued by employers in all areas of the work world. The linguistic training provided by Latin, involving the processes of analysis and synthesis, contributes to the clarity and precision of language use, encouraging in students the development of accuracy, thoroughness and sensitivity.

Through the study of Latin in the context of their own and other cultures, students develop a global perspective, which results in a deepening of their understanding of themselves and of their own culture. This is especially so in the historical perspective involved in the learning of Latin. This enables students to appreciate the changes in the language and all aspects of society in a period of over a thousand years. Students are also able to compare Roman life, language and society with those of the present. Emphasis is placed on the

appreciation of the aesthetic value of the language itself and of the artifacts, buildings and art work of the Romans.

Latin is a subject which enables many contemporary issues to be raised through the process of comparison. Social justice, gender equity, health and safety, the environment, intellectual rights and the rights of indigenous peoples are important elements of the Latin curriculum.

GOALS

Goals are statements of intended student outcomes. All courses based on this Course Framework should enable students to:

- read and understand continuous Latin text;
- respond creatively and/or critically to a variety of Latin texts and authors;
- acquire an appreciation of Latin literature;
- understand and appreciate social, historical, personal, political, cultural and technological issues through a process of comparison with those of the Ancient Roman World;
- appreciate the contribution of Latin literature to European literature;
- understand how the study of Latin can help shape attitudes and values concerning such issues as gender equity, the environment, social justice and the rights of the individual through a comparative process;
- appreciate the influence of Roman thought and institutions on the development of western civilisation and society;
- develop a range of learning strategies which will enable them to become independent learners; and
- carry over the skills acquired in learning Latin to the learning of other languages.

The goals listed above are in developmental order but can be re-ordered according to the needs of particular courses.

KEY CONTENT, CONCEPTS AND PROCESSES

In the *Latin Course Framework*, the following areas define the broad, essential elements of the subject:

Communication

- informational; and
- creative/aesthetic.

Language as a system

- an understanding of the systematic nature of a language and how it works.

Socio-cultural

- an understanding and appreciation of Roman culture and its influence in the world.

ASSESSMENT

Assessment Criteria for Assessment and Reporting of Student Achievement

The following assessment criteria are a focus for assessment and reporting in all courses based on this Course Framework. Criteria are the essential qualities which teachers look for in student work. Over a unit, these criteria must be used by teachers to assess students' performance. Not all of them, however, need to be used to assess each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

Reading/Responding

- an understanding of meaning and purpose;
- the ability to give a critical and/or creative response;
- a knowledge and understanding of the cultural and social traditions of the Roman people;
- an appreciation of socio-linguistic conventions;
- a knowledge and understanding of literary traditions; and
- an ability to use a range of strategies for independent language learning.

Language as a System

- an ability to analyse increasingly complex sentence structures;
- an ability to write in correctly structured Latin; and
- an ability to use a range of strategies for independent language learning.

English/Latin Relationship

- an understanding of the relationship between English and Latin language structure;
- an understanding of the relationship between English and Latin vocabulary; and
- an ability to use a range of strategies for independent language learning.

Assessment Tasks

In order to provide a common basis for moderation across colleges, assessment tasks are designed to address the assessment criteria in the Course Framework. Assessment tasks elicit the degree to which students have achieved the assessment criteria and therefore the goals of a course and the units within it.

Tasks	Written/Oral Assignment	Classwork
Specific tasks that could be constructed to meet the task type criteria.	Power Point presentation Essay Translation into English Translation into Latin Analysis of text	Oral analysis of text Test (e.g. Cloze, grammar, vocabulary) Collaborative creation of grammar table Collaborative creation of derivatives dictionary Oral presentation

Assessment Areas and Weightings

Criteria	Reading and Responding	Language as a System	English/Latin Relationships
Assessment Tasks	<ul style="list-style-type: none"> • Reading comprehension of a passage from a Latin text • Test – Latin to English unseen translation • Assignment – background research into Roman literature/civilisation 	<ul style="list-style-type: none"> • Grammatical analysis of passage from set Latin text • Cloze test – students to choose correct word from alternatives offered 	<ul style="list-style-type: none"> • Research assignment on English derivatives from Latin vocabulary
Task Type Weightings	55-60%	30-35%	10-15%

Awarding Unit Grades

On completion of a unit of study, judgements about student achievement against the criteria outlined in this framework contribute to the unit grade decision. The unit grade is arrived at by decision-making based on the grade descriptors.

The grade describes the standard achieved by the student over the whole unit. The unit grade is given by the teacher to each student's portfolio of assessment responses as a whole. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the review portfolio presented for moderation.

Unit grades range from A to E, with A representing the highest standard and E representing the lowest standard. A to E grades are awarded on the proviso that the assessment requirements have been met.

The unit grade standards for 'T' courses under this Course Framework are as follows:

Unit Grades for 'T' Courses

Grade	Descriptor
A student who achieves the grade A	demonstrates a clear understanding of meaning, purpose and context, differentiating between complex and diverse possibilities and responding accurately and critically to them; completes all tasks with a high level of accuracy. Accurately interprets concepts in material presented.
A student who achieves the grade B	analyses a range of familiar texts, deduces and extracts cultural conventions from materials studied, grasps the meaning of English through knowledge of Latin vocabulary and demonstrates a high level of understanding and accuracy in the most common structures.
A student who achieves the grade C	completes unit requirements, is able to analyse familiar texts, uses correct word order in simple sentences, responds in short written responses and is increasingly aware of linguistic, cultural and social conventions.
A student who achieves the grade D	makes a reasonable attempt to complete the unit requirements; comprehends simple sentence structure; responds through guided written responses and is beginning to be aware of social conventions and tradition.
A student who achieves the grade E	attempts the minimum of assessment items and recognises basic meanings and vocabulary connections with assistance.

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; and
- 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 judgments.

Preparation for Structured, Consensus-based Peer Review

Towards the end of each year, for each 'A' and 'T' course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students which, after the ordinary application of criteria, is each typical of a given Unit Grade, is sent to the ACTBSSS Secretariat. This material is considered at the first moderation day in March of the following year.

In the early part of Semester 2 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

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:**
 - a copy of the current relevant Course Framework;
 - a copy of the relevant sections of the Course Document with a copy of the *Course Accreditation Form*;
 - a copy of the Unit Outline as provided to students;
 - clean paper copies of all assessment instruments administered in the semester unit, containing or accompanied by clean paper copies of criteria and standards feedback sheets provided to students, with *Conditions Relevant to Assessment Forms* attached;
 - clean paper copies of any marking guides/solutions;
 - other concise supporting materials that the college feels would assist; and
 - a *Presentation Review Proforma*, which must be signed by the principal or his/her delegated representative.

- **a set of student portfolios** each containing:
 - marked and/or graded written assessment responses (original or photocopied);

- marked and/or graded other assessment responses (in the form of graphic, audio, video or other evidence such as computer disks, CDs, audio or video tapes of oral, dramatic, musical or physical performance, photographs of three dimensional work);
- completed criteria and standards feedback forms for all assessment responses (as provided to students); and
- a profile of results for the student's assessable work for the semester unit recorded on an *Individual Student Profile*.

Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

RELATIONSHIP TO KEY COMPETENCIES

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organising activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7).

Teachers are encouraged to incorporate these competencies into their courses.

The relationship between the criteria of this framework and the key competencies is listed below:

	Reading/Responding	Language as a System	English/Latin Relationship
KC 1	***	***	**
KC 2	**	***	**
KC 3		***	*
KC 4	***	**	
KC 5		*	*
KC 6	***	***	***
KC 7	***	***	*

- *** High degree of relationship
- ** Medium degree of relationship
- * Medium degree of relationship

VOCATIONAL COURSES ('V' Courses)

There are no vocational courses under this course framework. Latin can, however, be regarded as a vocational course in the sense that the study of Latin is excellent training for the development of analytical skills required in a wide range of vocations.

ACROSS CURRICULUM PERSPECTIVES

Nine Across Curriculum Perspectives have been identified by teachers as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level.

The Across Curriculum Perspectives are:

Aboriginal Education and Torres Strait Islander Education	Australian Education
Environment Education	Gender Equity
Information Access	Language for Understanding
Multicultural Education	Special Needs Education
Work Education	

Teachers are referred to the documents listed in the bibliography which identify the Across Curriculum Perspectives and provide advice on how to include them in all courses.

BIBLIOGRAPHY

References for Curriculum Development

Languages other than English Curriculum Framework, 1994, Department of Education and Training, Canberra, ACT.

A statement on languages other than English for Australian schools 1994, Curriculum Corporation, Carlton, Melbourne.

Languages other than English – a curriculum profile for Australian schools 1994, Curriculum Corporation, Carlton, Melbourne.

Guidelines for the Development and Accreditation of Courses, ACT Board of Senior Secondary Studies, Canberra ACT.

Across Curriculum Perspective Statement, 1997, Department of Education and Training, Canberra, ACT

Latin Continuers Stage 6 Syllabus, 1999, Board of Studies, NSW

Some Teacher References for Courses in Latin

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

Nunan, D. (1988)., *The Learner Centred Curriculum*, Cambridge University Press, Cambridge.

The American Classical League's Teaching Materials and Resource Centre, Miami University, Oxford, Ohio 45056, U.S.A., has a catalogue available which includes book and pamphlets on teaching Latin, as well as information on latest games, posters, computer software, novels, classical culture, tape recordings, videos and slides.

The following are desirable physical resources for the development and implementation of courses in Latin:

A variety of text types

Video player/recorder/ CD player/ laptop/ internet facilities

1995 COURSE FRAMEWORK DEVELOPMENT GROUP

Marilyn Crabb (Facilitator/Writer)	Telopea Park School
Jill Greenwell	CCEGGS
Caroline Kayser	Telopea Park School
Anne Rose	Kaleen High School

1999 COURSE FRAMEWORK REVIEW GROUP

Marilyn Crabb	Telopea Park School
Jillian Bellamy	Lake Ginninderra College

2000 COURSE FRAMEWORK EDITORIAL GROUP

Year 11 & 12 Assessment & Certification Section

2003 COURSE FRAMEWORK REVIEW GROUP

Jean Farleigh	Canberra Girls' Grammar School
Caroline Kayser	Telopea Park School