Government of **Western Australia**
School Curriculum and Standards Authority

LATIN (WACE VERSION)

ATAR course

Year 11 and Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

Acknowledgement

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Introduction

The School Curriculum and Standards Authority (the Authority) accesses the Latin ATAR syllabus and external examination from the NSW Education Standards Authority (NESA) in New South Wales. The syllabus content is the equivalent of two years of study, one typically in Year 11 and the other typically in Year 12. Each year of this course is equivalent to two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement* provide information about these models. This information can be accessed on the Interstate Languages page of the Authority website at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages.

Target group

This syllabus is designed for students who, typically, will have studied Latin for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

The Latin language

The language to be studied and assessed is Latin.

The Latin language to be studied in the Latin ATAR course is defined as the language of Latin literature from the Classical period c. 100 BCE to c. 100 CE.

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Rationale

The Latin ATAR course connects students with not only the culture, thought and literature of ancient Rome, but also the continuing influence of Latin on the languages, cultures, literatures and traditions derived from it. Once the official language of ancient Rome, Latin evolved into several Romance languages, including French, Italian, Portuguese, Romanian and Spanish, and had a significant impact on many cultures. For centuries, Latin was the international language of scientific writing, and it still provides much of the terminology for the sciences and law. In the modern world, Latin continues to influence English and many fields of study, including literature, law, philosophy, science and religion. It remains the language for the official business of the Roman Catholic Church and the Vatican City State.

The course provides students with a rich and challenging experience through the exploration of Latin texts. They study a range of prose and poetry, including the canon of Classical writers such as Virgil and Cicero in Year 12, giving them insight into the lives, values and worldviews of the Romans. Through close reading, translation and analysis, students examine universal themes of human experience such as power and leadership, human suffering and resilience, wealth and poverty, and duty and devotion, all of which continue to resonate in the modern world.

Students expand and consolidate their skills and knowledge in Latin, enabling them to translate, understand and appreciate Latin texts. They gain a broader and deeper understanding of the linguistic resources of Latin, enhancing their literacy skills and awareness of their own language/s. By engaging with Latin literature, students develop strong analytical and critical thinking skills, precision in expression and sensitivity to style and meaning. The course also fosters empathy and intercultural understanding through reflection on the similarities and differences between ancient and modern values, beliefs and societies.

Through the study of Latin, students engage with the Latin vocabulary, syntax and expressions that have shaped many European languages, including English. Studying Latin gives students an advantage in learning these languages, enhancing their familiarity with grammatical terminology and complex linguistic structures. Latin learners also investigate social, moral and political value systems, and the ways in which Roman concepts have influenced Western thought. The study of the Latin language provides students with a singular opportunity for the pursuit of a liberal education.

Studying Latin opens pathways for further academic study in archaeology, history, languages, law, linguistics, literature, philosophy, theology and the sciences. A proficiency in Latin provides students with enhanced vocational opportunities in careers that draw upon Latin terminology and ideas, such as education, research, law, medicine, government, diplomacy, tourism, writing, museum or heritage work. Latin also provides a foundation for learning other Romance languages, and expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The Latin ATAR course aims to develop students':

- ability to understand Latin texts
- ability to understand how language works at the level of grammar
- ability to recognise connections between Latin and English or other languages
- ability to recognise stylistic features of Latin texts and understand their literary effects
- ability to assimilate the ideas contained in a Latin text
- ability to explore the ideas of a Latin text in its social, cultural, historical and religious context
- ability to explore their own culture/s through the study of Roman culture
- ability to recognise how ideas and beliefs of the Classical period have influenced subsequent societies
- enjoyment of the study of Latin through the reading of Latin texts
- general cognitive, analytical and learning skills.

Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of this course.

Outcome 1 – Students understand seen and unseen texts written in the original Latin

In achieving this outcome, students:

- apply knowledge of vocabulary and grammar
- infer the meaning of words or phrases from common patterns of word formation and from context
- translate Latin texts into clear English using words appropriate to the context.

Outcome 2 – Students understand the linguistic and stylistic features and the cultural references in prescribed Latin texts

In achieving this outcome, students:

- identify, explain and analyse grammatical features
- identify, explain and analyse stylistic features and their contribution to the literary effect achieved in the extract
- identify metrical features of dactylic hexameters
- identify, explain and analyse the context of an extract
- identify, explain and analyse the cultural, historical and religious references of an extract.

Outcome 3 – Students understand the prescribed text as a work of literature in terms of the author's purpose

In achieving this outcome, students:

- identify and discuss Roman ideas, beliefs and arguments as revealed in the prescribed texts
- identify and discuss the structure and literary qualities of the prescribed texts
- identify and discuss specified thematic focus areas in the prescribed texts.

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Organisation of content

The content of this syllabus is based upon original Latin texts. Students will study the texts to develop skills in understanding the language and in analysing and evaluating Latin literature. The texts are chosen to allow students to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of Latin and they will allow students to experience a variety of stylistic features and literary effects.

Year 11

The Latin ATAR Year 11 syllabus is structured to provide students with opportunities to read original Latin texts, developing the skills needed to study the prescribed texts of the Latin ATAR Year 12 syllabus and to translate unseen texts. Students extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Years 7–10 syllabus. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

Year 12

The Latin ATAR Year 12 syllabus is designed to allow students to apply and extend the knowledge and skills gained through reading a wide range of authors in the Latin ATAR Year 11 units to a detailed study and analysis of two prescribed texts, one verse and one prose. Students apply their linguistic skills and their familiarity with Latin literature in the independent translation of unseen passages of original Latin text.

The course content is organised into five areas:

- Texts
- Linguistic resources
- Study of literature
- Intercultural understandings
- Language learning strategies.

Progression from the Years 7–10 curriculum

The Australian Curriculum: Latin Year 7 to Year 10 is organised through two interrelated strands: Engaging with the ancient Roman world through texts and Understanding language and culture. Engaging with the ancient Roman world through texts is focused on engaging with the language, culture and history of the ancient Roman world through the interpretation, analysis and translation of Latin texts, while Understanding language and culture involves analysing language and culture as resources for understanding meaning.

Together, these strands reflect three important aspects of language learning: engaging in and interpreting texts, analysing the linguistic and cultural aspects in the language, and understanding oneself as a communicator and learner.

This syllabus continues to develop the knowledge, understanding and skills that ensure students understand language, culture and learning and their relationship, and thereby develop their intercultural capability.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless they are identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Latin ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of Latin language and literature and the culture of ancient Rome. By analysing and interpreting original Latin texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By consolidating their skills, knowledge and understanding of the Latin language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students reflect on the values, ideas and daily life of ancient Roman society, and consider how these continue to influence the modern world. They study a range of Latin texts, including prose and poetry, to identify and discuss Roman ideas, beliefs and arguments and to analyse the cultural, historical and religious references. This helps students build connections across time and cultures,

recognise similarities and differences, and cultivate respect and understanding, which in turn allows them to explore their own culture/s.

Students also apply analytical and interpretive strategies in linguistically and culturally diverse settings. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understandings is one of the five content areas of this course.

Literacy

Students develop their literacy as they read a range of original Latin texts, identifying, explaining and analysing their grammatical, stylistic and metrical features as well as their social, cultural, historical and religious contexts. They expand their skills, knowledge and understanding of the Latin language and apply their knowledge of linguistic resources to understand, translate and analyse texts in Latin.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode meaning from written words; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. In their study of Latin, students reflect on and discuss their understanding of language as a system, using the metalanguage of English. Their understanding of Latin enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Latin.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Latin ATAR course, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Latin ATAR course

A representation of the General Capabilities for the two years is summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Latin (AELAT)	ATAR	✓			✓	✓		
Year 12	Latin (ATLAT)	ATAR	✓			✓	✓		

Key
CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Latin ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the syllabus content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Latin ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving, locally, regionally and within an international context.

Sustainability

The Latin ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in ancient Rome and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular topics.

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Content

The content of this syllabus is based upon original Latin texts. Students will study the texts in order to develop skills in understanding the language and in the analysis and evaluation of Latin literature. The texts are chosen to allow students to sample the significant literary genres in the canon of Classical writers. The texts are the key to the study of Latin and they will allow students to experience a variety of stylistic features and literary effects.

Texts

Year 11

The study of texts in Year 11 enables students to read and enjoy Latin literature in the original language and develops the skills needed to study the prescribed texts in Year 12. Students extend their vocabulary, consolidate their language skills and study additional linguistic features not prescribed in the Years 7–10 syllabus. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.

Year 12

Prescribed texts in Latin provide the focus of the Year 12 course. To enhance their understanding of each text as a whole, students will also read a specified translation of the entire book or speech. Each year, one verse and one prose text will be prescribed for study.

Each year, specified thematic focus areas will be prescribed for each of the prescribed texts. These will provide a list of three to five themes which form the focus of study of the content and references in the texts.

Canon – prescribed texts for Year 12

The prescribed texts for Year 12 will be taken from the following sources:

- Virgil, *Aeneid* (verse)
- Cicero's forensic speeches (prose).

Rotation of texts

Each text will be prescribed for three consecutive years. The change of verse and prose texts will not occur in the same year. Information about the current prescriptions is available on the NSW Government website at https://www.nsw.gov.au/education-and-training/nesa/curriculum/languages/continuers/latin-stage-6-2014 > Assessment and exam information and support > Course prescriptions 2025–2027.

Study of texts prescribed in the Latin ATAR Year 12 syllabus may not begin before the completion of the Latin ATAR Year 11 units.

Year 12 prescription

For each verse text, approximately 380 lines of Latin will be prescribed for study. For prose texts, approximately 2 500 words will be prescribed. The remainder of the book or speech is to be read in English.

Three specified thematic focus areas will be set for each of the texts. These will form the focus of study of the content and references in the texts.

For each prescribed text, students will:

- read in Latin the prescribed lines for translation and comment on stylistic features; the context and cultural references; the specified thematic focus areas; the ideas, beliefs and arguments; and the author's purpose and point of view
- study the specified lines for grammatical analysis
- read an English translation of the entire book or speech for analysis of the specified thematic focus areas; the ideas, beliefs, practices and arguments; and the author's purpose and point of view.

Linguistic resources

Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the vocabulary contained in the prescribed text.

Grammar

Grammar is the organisation of, and relationship between, all the elements that constitute a language as it functions.

It is assumed that students will already have acquired a significant understanding of the function of grammar through prior study of Latin.

During the course of their studies, students should master the terminology of grammatical features. This not only adds to their understanding but equips them to communicate their understanding succinctly and provides them with a basis for the efficient learning of other languages.

The following grammatical features are those that students studying the Latin ATAR course are expected to analyse and recognise.

Grammatical features

Part of speech	Grammatical form	Example/s

Nouns	five declensions
	• singular and plural
	• all genders
	• all cases
	  ▪ nominative
	  ▪ vocative
	  ▪ accusative
	  ▪ genitive
	  ▪ dative
	  ▪ ablative
	  ▪ locative	

Part of speech	Grammatical form	Example/s
Adjectives	all cases	
	all genders	
	regular	*latus, pulcher, miser, celer, fortis, audax*
	irregular	*solus, totus, ullus, nullus, alius, alter, uter*
	comparison	
	• positive	*latus, pulcher, audax*
	• comparative	*latior, pulchrior, audacior*
	• superlative	*latissimus, pulcherrimus, audacissimus*
	irregular comparison	*bonus, malus, magnus, parvus, multus, multi* *difficilis, facilis, similis, dissimilis, gracilis, humilis*
	possessive	*meus*
	demonstrative	*ille, hic, iste*
	interrogative	*qui, qualis*
	numerical	
	• ordinal 1st–20th	*primus*
	• cardinal 1–100	*unus*
	emphatic	*ipse*
Pronouns	all declensions	
	personal	*ego*
	reflexive	*se*
	relative	*qui*
	emphatic	*ipse*
	interrogative	*quis*
	demonstrative	*ille, hic, iste, is*
Verbs	principal parts	*amo, amare, amavi, amatum*
	all conjugations	*amare, manēre, regĕre, capēre, audire*
	deponent	*loqui*
	semi-deponent	*gaudere*
	irregular	*esse, posse, velle, nolle, malle, ire, ferre, fieri*
	all tenses: present, future, imperfect, perfect, future perfect, pluperfect	

Part of speech	Grammatical form	Example/s
	all persons	
	singular and plural	
	active and passive voice	
	indicative mood	
	subjunctive mood	
	imperative mood	
	alternative forms	*rexere, imperasset*
	all infinitives – active and passive voice (present, future, perfect)	
	all participles – present, future, perfect	
	gerund	
	gerundive	
	supine	
Adverbs	regular comparison	
	• positive	*late, celeriter*
	• comparative	*latius, celerius*
	• superlative	*latissime, celerrime*
	irregular comparison	
	• positive	*bene, male, paulum, multum, magnopere, diu*
	• comparative	*melius*
	• superlative	*optime*
Prepositions	governing accusative case	*in villam, ad villam*
	governing ablative case	*in villa, e villa*
Conjunctions	coordinating	*et*
	subordinating	*ut, postquam, cum, quod, si*
Interjections		*eheu, en*

Grammatical usage

Grammatical form	Usage	Example/s
Nouns		
Nominative case	subject	*Marcus currit*
	subject predicates	*Cornelia est filia, dies fit nox*
Accusative case	direct object of verb	*te amo*
	governed by a preposition	*ad villam*
	subject of indirect statement	*scripsit se venire*
	motion 'towards'	*Romam*
	length of time	*tres dies*
	distance/measurement	*murus est tres pedes altus*
	exclamation	*o fortunatam rem publicam!*
Genitive case	possessive	*horti Caesaris*
	partitive	*magna pars militum, plus vini*
	value	*servum unius assis aestimat*
	descriptive (quality)	*vir summae virtutis*
	dependent on verbs	*fidei memini*
	dependent on adjectives	*laudis cupidus*
Dative case	indirect object of a verb	*Fabio consilium dedit*
	advantage/disadvantage	*mihi cenam coxit, mihi cenam abstulit*
	agent (used with gerundives)	*mihi efficiendum est*
	interest	*difficile est mihi*
	possession	*villa est mihi*
	double dative	*res impedimento erat*
	dependent on verbs	*appropinquare oppido*
	dependent on adjectives	*aptus mihi*

Grammatical form	Usage	Example/s
Ablative case	governed by a preposition	*in villa*
	manner	*summa celeritate intravit*
	description	*vir barba promissa*
	limitation	*aetate provectus*
	place	*terra marique*
	time	*tertio anno*
	instrument/agent/means	*gladio interfectus*
		a Fabio interfectus
		calliditate interfectus
	cause	*fame mortuus*
	separation	*Londinio profecta est*
	comparison	*Caesar est maior Crasso*
	origin	*clarissimo patre creatus*
	dependent on verbs	*utor gladio*
	dependent on adjectives	*dignus laude*
	ablative absolute	*clade accepta*
		me duce
Locative case	place 'at' or 'in'	*Romae, domi*
Nouns in apposition	all cases except locative	
Verbs	historic present	*prima luce signo dato multitudo … instruitur*
	historic infinitive	*diripi tecta … inici ignes*
	impersonal	*mihi venire licet*
	impersonal passive of intransitive verbs	*hic pugnatum est*

Grammatical constructions

Type of clause	Verb	Example/s
Principal		
statement	indicative	*Cicero hoc fecit*
	subjunctive	*at Cicero hoc faceret*
question	indicative	*quid fecit Cicero?*
	subjunctive	*quid faciamus?*
command	imperative	*hoc fac!*
	subjunctive	*hoc facias!*
wish	indicative	*hoc facere volo*
	subjunctive	*(utinam) ne hoc facias!*
Subordinate – adverbial		
temporal	indicative	*ubi Marcus casam aedificavit*
	subjunctive	*antequam hostes non caperent*
causal	indicative	*quoniam Marcus casam non confecerat*
	subjunctive	*cum Marcus casam conficiat*
concessive	indicative	*quamquam Marcus casam aedificavit*
	subjunctive	*cum Marcus fessus esset, currebat tamen quam celerrime*
purpose/final	subjunctive	*puer domum redit ut patrem videat*
consecutive/result	subjunctive	*puer adeo timebat ut aufugerit*
conditional	indicative	*si hoc fecisti, stultus fuisti*
	subjunctive	*si hoc fecisses, stultus fuisses*
comparison	indicative	*tot amicos habeo quot tu habes*
	subjunctive	*se gessit tamquam consul fuisset*

Type of clause	Verb	Example/s
Subordinate – adjectival		
relative	indicative	*puer est quem amo*
purpose	subjunctive	*legatos misit qui de obsidibus agerent*
hypothetical	subjunctive	*sunt qui fortiter pungent*
Subordinate – noun		
indirect question	subjunctive	*amicus rogavit cur hoc facerem*
indirect command	subjunctive	*mihi imperavit ut hoc facerem*
indirect wish	subjunctive	*volo ut mihi respondeas*
expressing fear	subjunctive	*timeo ne hoc faciat*
indirect statement	infinitive	*dixit se patrem adiuvisse*
Subordinate – in indirect speech		
	subjunctive	*dixit se patrem adiuvisse quod bonus vir esset*

Sound and writing systems

Students consolidate their understanding of the sound and writing systems of Latin.

Study of literature

In studying the prescribed texts, students develop skills in literary analysis and evaluation. These involve examining the ways in which writers express their ideas to have the greatest impact on their audience.

A list of stylistic features and literary terms is included below to help students to:

- describe and analyse the style or effect of an extract
- understand the terms commonly used in notes and commentaries on Classical texts
- understand that Classical authors were invariably trained in rhetorical techniques and used them consciously, confident that their audience would recognise and appreciate them.

For assessment purposes, students are expected to use either the technical term or an explanation.

Stylistic features

Technical term	Explanation	Example
alliteration	repetition of consonants, especially at the beginning of words	*sanguineae superant undas* (Virgil, *Aeneid II.207*) *aut vocem mutare viros aut vertere vestem* (Virgil, *Aeneid XII.825*)
allusion	reference to a person, place, story etc., which the reader is assumed to know	Saturnia (Juno, daughter of Saturn), Alcides (Hercules)
analogy	comparison or parallel underlying a simile or metaphor	Turnus is compared to various wild animals (Virgil, *Aeneid XII*)
anaphora	repetition of a word or phrase at the beginning of several clauses or sentences	*nihil agis, nihil moliris, nihil cogitas* ... (Cicero, *In Catilinam I.3.8*)
antithesis	contrasting words or phrases balanced against one another	*amantem iniuria talis* *cogit amare magis, sed bene velle minus* (Catullus, *72*)
apostrophe	address to a person, place or abstract quality as an aside from the narrative	*ante, pudor, quam te violo aut tua iura resolvo* (Virgil, *Aeneid IV.27)*
archaism	an old form of a word used to create an effect of solemnity or pathos	*olli sedato respondit corde Latinus* (Virgil, *Aeneid XII.18*)
assonance	repetition of similar vowel sounds in two or more words	*quae quondam in bustis aut culminibus desertis* *nocte sedens serum canit importuna per umbras* (Virgil, *Aeneid XII.863-4*)
asyndeton	omission of conjunctions	*omnia patefacta, illustrata, oppressa, vindicata* (Cicero, *In Catilinam I.13.32*)
chiasmus	contrast of phrases by reversal of word order	*dividimus muros et moenia pandimus urbis* (Virgil, *Aeneid II.234*)
ellipsis	the omission of word/s necessary for the grammatical structure of a sentence	*domum meam relinquendam [sc.esse] putarem* (Cicero, *In Catilinam I.7.17*)
epithet	an adjective or phrase commonly associated with a noun, conveying a special quality or characteristic	*pius* Aeneas*; infelix* Dido (Virgil, *Aeneid*)
hendiadys	a phrase with two components which amount to one concept	*Turni de vita et sanguine certant* (Virgil, *Aeneid XII.765*)

Technical term	Explanation	Example
hyperbaton	alteration of the natural order of words, displacement of word outside its phrase or clause	*…per omnes* *te deos oro* (Horace, *Odes I.8.1–2*)
hyperbole	deliberate exaggeration not intended to be taken literally	*non modo Romae, sed nec* *ullo in angulo totius Italiae* (Cicero, *In Catilinam II.4.8*)
interjection	a sudden phrase or word that interrupts the grammatical progress of the sentence	*mirabile dictu* (Virgil, *Aeneid I.439*)
litotes	expressing an idea through its negative, e.g. 'not bad' meaning 'good'	*haud mollia* (Virgil, *Aeneid IX.804, XII.25*)
meiosis	deliberate understatement	*nec genus indecores* (Virgil, *Aeneid XII.25*)
metaphor	an implied comparison; words or expressions literally belonging to one subject, but used of another to create an image	*Corinthum patres vestri, totius Graeciae lumen, exstinctum esse voluerunt* (Cicero, *Pro Lege Manilia II*)
metonymy	a proper noun or an associated word used for a whole concept	*implentur veteris Bacchi pinguisque ferinae* (Virgil, *Aeneid I.215*)
onomatopoeia	words whose sound imitates the sound being described	*sibila lambebant linguis vibrantibus ora* (Virgil, *Aeneid II.211*)
oxymoron	combination of contradictory terms in one phrase	*dura quies* (Virgil, *Aeneid X.745, XII.309*)
personification (prosopopoeia)	a non-human addressed or spoken of as a person	*si mecum patria … si cuncta Italia,* *si omnis res publica sic loquatur* (Cicero, *In Catilinam I.11.27*)
polysyndeton	using more conjunctions than necessary	*quae … vobis exponam … ut et quanta et quam manifesta et qua ratione investigata et comprehensa sint vos … scire possitis* (Cicero, *In Catilinam III.1.3*)
rhetorical question	question asked for effect, where no answer is expected	*quo usque tandem abutere,* Catilina*, patientia nostra?* (Cicero, *In Catilinam I.1.1*)
simile	comparison introduced by terms such as *velut, similis* or *qualis*	*qualis mugitus, fugit cum saucius aram taurus et incertam excussit cervice securim* (Virgil, *Aeneid II.223,4*)
synecdoche	the part standing for the whole	*tectum omne tenebant* (Virgil, *Aeneid III.757*)

Technical term	Explanation	Example
hypallage	agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity	*... dum Capitolio* *regina dementes ruinas* *… parabat* (Horace, *Odes I.37*)
tricolon	a series of three similar phrases or clauses, often building up in intensity or length	*cum quiescunt, probant, cum patiuntur, decernunt, cum tacent, clamant* (Cicero, *In Catilinam I.8.21)*
zeugma	the linking of two words or expressions with a single word which, strictly speaking, cannot apply to both	*omnis hic locus acervis corporum et civium sanguine redundavit* (Cicero, *In Catilinam III.10.24*)

Glossary of literary items

bathos	anticlimax: descent from the grand to the trivial
climax	a high point of effect led up to gradually; the culmination of a series of ideas, events or expressions
connotation	the implicit or associated meanings of a word
convention	an accepted literary practice or tradition
device	a stylistic feature
diction	the deliberate choice and arrangement of words
didactic	designed to instruct
epic	long narrative poem in lofty style involving both mortal heroes and supernatural forces in large-scale events, written in hexameter verse in Greek and Latin
figurative language	language that departs from the literal standard meaning to achieve a special effect, e.g. metaphor, personification, simile
imagery	use of stylistic features to create a word picture
irony	the use of words that convey a sense or attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand
mood	an emotional atmosphere created by the author
paradox	a statement which seems contradictory but reveals a coherent truth
pathos	the creation of pity or sorrow in the reader
rhetoric	the presentation of ideas in a persuasive manner using such stylistic features as anaphora, hyperbole or rhetorical question
structure	how the text is put together – sections, word order, development of theme
theme	an underlying idea, which may be sustained throughout the text
tone	the attitude and/or feeling writers express through their choice of words or literary devices

Metre

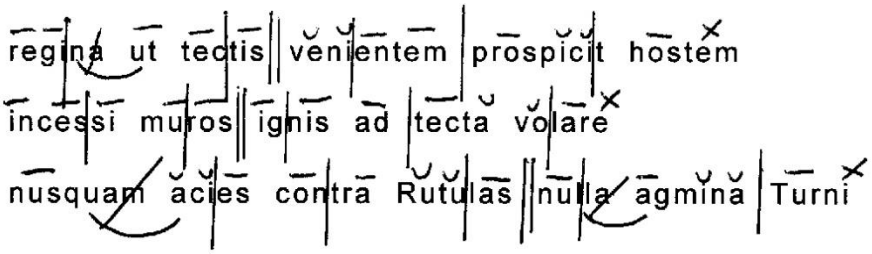
Latin was written to be read aloud. The study of metre will help students of Latin poetry to appreciate the writer's artistry.

The metre used by Homer and all subsequent Greek and Latin epic poets is the dactylic hexameter; it is used by Catullus for poem 64 (Ariadne and Theseus), Virgil in his *Aeneid* and by Ovid in his *Metamorphoses*. Students will learn to scan dactylic hexameter.

A dactylic hexameter consists of six feet. Each of the first four feet may be either a dactyl or spondee. The fifth foot is normally a dactyl. The sixth foot is a spondee or a trochee. Since the last syllable in the line may be long (heavy) or short (light), students may adopt the convention of marking this syllable with a cross. Elision should also be clearly marked. A syllable should begin with a consonant where possible.

Within each dactylic line there is a major pause known as the main caesura. This usually falls inside the third or fourth foot. Students should mark the main caesura of a line with double vertical lines.

Example:



Intercultural understandings

Intercultural understandings in this course involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as those of the ancient Roman world. The study of the Latin texts, vocabulary, grammar and literature will enable the development of intercultural understandings which enhance the ability to interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. While it is not expected that learners will attain this level of cultural competence without extensive study of Latin texts and immersion in the historical and cultural contexts of ancient Rome, it is expected that students will develop cultural self-awareness and become aware of cultural issues which governed speech in ancient Roman society, and begin to apply these to interpret and express meaning accurately and appropriately.

The texts, linguistic resources and literature should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Latin language and ancient Roman culture, and enable them to reflect on the ways in which culture influences understanding.

Language learning strategies

Language learning strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided opportunities to practise them.

Refer to Appendix 2 for a list of language learning strategies.

Dictionaries

Students should be encouraged to develop skills in using dictionaries in class and for private preparation. Dictionary use is permitted in the external examination.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher-order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

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School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment must be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

The Assessment tables provide details of the assessment types and their weighting for the Latin ATAR Year 11 and Year 12 syllabus.

Assessment table – Year 11

Type of assessment	Weighting
Translating and grammar analysis Students: • translate extracts from texts in Latin into clear English using words appropriate to the context • respond to multiple short-answer questions related to extracts from texts in Latin to identify, explain and analyse grammatical features in English. The extracts to be used will be different for translating and responding. Typically, these tasks are administered under test conditions.	35%
Understanding texts Students read one or more extracts from texts in Latin, and analyse and explain in English: • stylistic features • metrical features of dactylic hexameters • the context • the cultural, historical and religious references • Roman ideas, beliefs and arguments • the structure and literary qualities • specified thematic focus areas. Typically, these tasks are administered under test conditions.	20%
Translating and understanding unseen texts Students read extracts from unseen texts in Latin and: • translate the extracts into clear English using words appropriate to the context • respond to multiple short-answer questions related to the extracts to identify, explain and analyse grammatical features in English • analyse and explain in English ▪ stylistic features ▪ metrical features of dactylic hexameters ▪ the context ▪ the cultural, historical and religious references ▪ Roman ideas, beliefs and arguments ▪ the structure and literary qualities ▪ specified thematic focus areas. Typically, these tasks are administered under test conditions.	15%
Written examination Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	30%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 11 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Assessment table – Year 12

Type of assessment	Weighting
Translating and grammar analysis Students: • translate extracts from prescribed texts in Latin into clear English using words appropriate to the context • respond to multiple short-answer questions related to extracts from the prescribed texts in Latin to identify, explain and analyse grammatical features in English. The extracts to be used will be different for translating and responding. Typically, these tasks are administered under test conditions.	20%
Understanding prescribed texts Students read one or more extracts from prescribed texts in Latin or English, and analyse and explain in English: • stylistic features • metrical features of dactylic hexameters • the context • the cultural, historical and religious references • Roman ideas, beliefs and arguments • the structure and literary qualities • specified thematic focus areas. Typically, these tasks are administered under test conditions.	15%
Translating and understanding unseen texts Students read extracts from unseen texts in Latin and: • translate the extracts into clear English using words appropriate to the context • respond to multiple short-answer questions related to the extracts to identify, explain and analyse grammatical features in English • analyse and explain in English ▪ stylistic features ▪ metrical features of dactylic hexameters ▪ the context ▪ the cultural, historical and religious references ▪ Roman ideas, beliefs and arguments ▪ the structure and literary qualities ▪ specified thematic focus areas. Typically, these tasks are administered under test conditions.	15%
Written examination Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	50%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 12 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Reporting

Schools report student achievement underpinned by a set of predetermined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Latin ATAR Year 11 and Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

External examination specifications

The external examination measures student achievement in a range of syllabus outcomes.

The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the grade descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the exam each year to the standards established for the course.

Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

The exam will consist of a written paper worth 100 marks.

Written paper

Time allowed

Reading time before commencing work: 5 minutes

Working time: 3 hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
Section I **Prescribed text: Prose** 33 marks 3 questions Suggested working time: approximately 60 minutes	This section will consist of 3 questions. Question 1 (5 marks) will be a translation into English of one extract of approximately 80 words in total (relating to Outcome 1). Question 2 (13 marks) will consist of approximately 4 short-answer parts based on one or more extracts from the prescribed text. The parts will relate to Outcomes 2 and 3. The extract/s to be used will be different from the other extract provided. Question 3 (15 marks) will be one extended response question based on one or more extracts with an expected length of response of around 3 pages of an exam writing booklet (approximately 400 words) and relating to Outcomes 2 and 3. Questions 2 and 3 may require a reference to the rest of the Latin prescription.

Section	Supporting information
Section II **Prescribed text: Verse** 33 marks 3 questions Suggested working time: approximately 60 minutes	This section will consist of 3 questions. Question 4 (5 marks) will be a translation into English of one extract of approximately 12 lines in total (relating to Outcome 1). Question 5 (13 marks) will consist of approximately 4 short-answer parts on one or more extracts from the prescribed text. At least one part will be worth 5 marks. The parts will relate to Outcomes 2 and 3. The extract/s to be used will be different from the other extract provided. Question 6 (15 marks) will be one extended response question based on one or more extracts with an expected length of response of around 3 pages of an exam writing booklet (approximately 400 words) and relating to Outcomes 2 and 3. Questions 5 and 6 may require a reference to the rest of the Latin prescription.
Section III **Unseen texts** 34 marks 4 questions Suggested working time: approximately 60 minutes	This section will consist of 4 questions based on extracts. Each extract will have an introductory statement in English. Questions 7 and 8 will be based on one extract of non-prescribed prose. The extracts will be taken from the authors of the works prescribed for study. One of the questions (10 marks) will be a translation into English of approximately 60 words (relating to Outcome 1). The other question (7 marks) will consist of short-answer parts based on a different section of the extract. At least one part will be worth 3 marks. Questions 9 and 10 will be based on one extract of non-prescribed verse. The extracts will be taken from the authors of the works prescribed for study. One of the questions (10 marks) will consist of a translation into English of approximately 10 lines (relating to Outcome 1). The other question (7 marks) will consist of short-answer parts based on a different section of the extract. At least one part will be worth 3 marks.

Appendix 1 – Grade descriptions

A	**Translation** Demonstrates understanding of the meaning of prescribed text by translating the Latin into idiomatic and fluent English, showing an understanding of the relationship between words and structures, and a sensitivity to the content and style of the author. Demonstrates understanding of the meaning of unseen Latin text by translating the Latin into fluent English, showing the relationship between most words and structures and using vocabulary most appropriate to the context.
	Grammar and language analysis Demonstrates understanding of grammatical features in prescribed text by analysing and identifying parts of speech, grammatical forms and usages. Demonstrates understanding of scansion of dactylic hexameter by accurate marking of all syllables, the main caesura, elision and feet.
	Literary and contextual analysis Demonstrates understanding of the content of prescribed texts by identifying, explaining and analysing references and stylistic and contextual aspects of an extract with support cited from the extract.

B	**Translation** Demonstrates understanding of the meaning of prescribed text by translating most of the Latin into idiomatic and fluent English, showing an understanding of the relationship between most words and structures and an awareness of the content and style of the author. Demonstrates understanding of the meaning of unseen Latin text by translating most of the Latin into fluent English, showing the relationship between most words and structures and conveying an overall sense of the Latin.
	Grammar and language analysis Demonstrates understanding of grammatical features in prescribed text by analysis and identification of most parts of speech, grammatical forms and usage. Demonstrates understanding of scansion of dactylic hexameter by accurate marking of most syllables, the main caesura, elision and feet.
	Literary and contextual analysis Demonstrates understanding of the content of prescribed texts by identifying and explaining most references and most stylistic and contextual aspects of an extract with limited support cited from the extract.

C	**Translation** Demonstrates understanding of the meaning of prescribed text by translating some of the Latin into English, showing an understanding of the relationship between some words and structures, and a general understanding of the content. Demonstrates understanding of the meaning of unseen Latin text by translating some of the Latin into English, showing the relationship between some words and structures.
	Grammar and language analysis Demonstrates understanding of grammatical features in prescribed text by analysis and identification of some parts of speech, grammatical forms and usage. Demonstrates understanding of scansion of dactylic hexameter by accurate marking of some syllables, the main caesura, elision and feet.
	Literary and contextual analysis Demonstrates understanding of the content of prescribed texts by identifying some references and a few stylistic and contextual aspects of an extract.

D	**Translation** Demonstrates understanding of the meaning of prescribed text by translating into English a few individual words and phrases in isolation, with limited understanding of the content. Demonstrates understanding of the meaning of unseen Latin text by translating a few individual words and phrases of the Latin into English with little understanding of the overall meaning.
	Grammar and language analysis Demonstrates understanding of grammatical features in prescribed text by identification of some parts of speech and grammatical forms. Demonstrates understanding of scansion of dactylic hexameter by accurate marking of a few syllables and feet.
	Literary and contextual analysis Demonstrates understanding of the content of prescribed texts by identifying a few of the references of an extract.

E	Does not meet the requirements of a D grade.

Appendix 2 – Language learning strategies

Language learning strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read and view texts in Latin
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Latin texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or reorganise and re-present the information
	• reflect on cultural meanings, including register and tone

Appendix 3 – Resource list

This list is not definitive and is provided for guidance only.

Print resources

Dictionaries and grammars

Adkins, L. and Adkins, J. (1996). *Dictionary of Roman Religion.* Facts on File Inc.

Allen, W. S. (1965). *Vox Latina*. Cambridge University Press.

Gildersleeve, B. L. and Lodge, G. (1965). *A Latin Grammar* (3rd edition).

Glare, P. G. W. (ed.) (1994). *Oxford Latin Dictionary.* Oxford University Press.

Griffin, R. (1992). *The Cambridge Latin Grammar.* Cambridge University Press.

Hornblower, S. and Spawforth, A. (1995). *The Oxford Classical Dictionary* (3rd edition). Oxford University Press.

Lewis, C. T. and Short, C. (1879). *A Latin Dictionary.* Oxford University Press.

Lewis, C. T. (1904). *Elementary Latin Dictionary.* Oxford University Press.

Morwood, J. (1994). *The Pocket Oxford Latin Dictionary*. Oxford University Press.

Mountford, J. (1962) *Kennedy's Revised Latin Primer*. Longman.

Palmer, L. T. (1954). *The Latin Language*. Bristol Classical Press.

Platner, S. B. (1929). *A Topographical Dictionary of Ancient Rome*.

Scottish Classics Group (1989). *The Latin Language*. Oliver and Boyd.

Woodcock, E. (1959). *A New Latin Syntax*. Bristol Classical Press.

Textbooks suitable for the Year 11 Latin ATAR course

Balme, M. and Morwood, J. (1999). *The Oxford Reader*. Oxford University Press.

Scottish Classics Group (1986). *Ecce Romani Book V*. Oliver and Boyd.

Scottish Classics Group (1994). *Ecce Scriptores Romani*. Oliver and Boyd.

Prescribed texts

Austin, R. G. (ed.) (1988). *Pro M Caelio*, Oxford University Press.

Donkin, E. H. (1987). *Pro Roscio Amerino*, Bristol Classical Press.

Gould, H. and Whiteley, J. (1982). *Cicero: In Catilinam I & II*. Bristol Classical Press.

Gould, H. and Whiteley, J. (1987). *Livy: Book 1.* Bristol Classical Press.

Williams, R. D. (ed.) (1973). *Aeneid Books I-VI*. Bristol Classical Press.

Williams, R. D. (ed) (1973). *Aeneid Books VII-XII*. Bristol Classical Press.

Translation of prescribed texts

de Selincourt, A. (1964). *Livy: The Early History of Rome*. Penguin Classics.

Grant, M. (1978). *Cicero: Selected Political Speeches*. Penguin Classics.

Grant, M. (1978). *Cicero: Murder Trials*. Penguin Classics.

West, D. (1991). *Virgil: The Aeneid: A New Prose Translation*. Penguin Classics.

Reading list

Virgil

Anderson, W. (1969). *The Art of the Aeneid*. Bristol Classical Press.

Camps, W. A. (1969). *An Introduction to Virgil's Aeneid*. Oxford University Press.

Commager, S. (1966). *Virgil: Collection of Critical Essays*. Prentice Hall Inc.

Dudley, D. R. (ed.) (1969). *Virgil: Studies in Latin Literature and its Influence*. Routledge & K. Paul.

Fordyce, C. J. (1977). *P Vergili Maronis Aeneidos Libri VII-VIII*. Oxford University Press.

Gransden, K. W. (1976). *Aeneid Book VIII*. Cambridge University Press.

Gransden, K. W. (1990). *Virgil: The Aeneid*. Cambridge University Press.

Griffin, J. (1986). *Virgil*. Oxford Classical Press.

Hardie, P. R. (1986). *Virgil's Aeneid: Cosmos and Imperium*. Clarendon Press.

Heinze, R. (1993). *Virgil's Epic Technique* (English translation of German original 1903). University of California Press.

Jenkins, R. (1992). *Classical Epic: Homer and Virgil*. Bristol Classical Press.

Knight, W. (1966). *Roman Virgil*. Peregrine Books.

Levi, P. (1999). *Virgil: His Life and Times*. St Martin's Press.

Martindale, C. (1984). *Virgil and His Influence: Bimillennial Studies*. Bristol Classical Press.

Martindale, C. (1997). *The Cambridge Companion to Virgil*. Cambridge University Press.

Nussbaum, G. (1986). *Virgil's Metre: A Practical Guide for Reading Hexameter Poetry*. Duckworth.

O'Hara, J. (1990). *Death and the Optimistic Prophecy in Vergil's Aeneid*. Princeton University Press.

Otis, B. (1963). *Virgil: A Study in Civilized Poetry*. Clarendon Press.

Petrini, M. (1997). *The Child and the Hero: Coming of Age in Catullus and Vergil*. University of Michigan Press.

Putnam, M. (1965). *The Poetry of the Aeneid*. Harvard University Press.

Putnam, M. (1995). *Virgil's Aeneid: Interpretation and Influence*. University of North Carolina Press.

Quinn, K. (1968). *Virgil's Aeneid: A Critical Description*. Routledge & K. Paul.

Williams, R. D. (1973). *Aeneas and the Roman Hero*. Macmillan Educational.

Williams, R. D. (1977). *An Introduction to Virgil's Aeneid*. Australian Broadcasting Corporation.

Williams, R. D. (1985). *The Aeneid of Virgil: A Companion to the Translation of C. Day Lewis with Introduction, Commentary and Glossary*. Bristol Press.

Livy

Dorey, T. A. (1971). *Livy: Studies in Latin Literature and its Influence*. Routledge.

Feldherr, A. (1998). *Spectacle and Society in Livy's History*. University of California Press.

Lipocsky, G. A. (1981). *A Historiographical Study of Livy, Books VI–X.* Ayer.

Luce, T. J. (1977). *Livy: The Composition of His History*. Princeton University Press.

Miles, G. (1995). *Livy: Reconstructing Early Rome*. Cornell University Press.

Ogilvie, R. M. (1965). *A Commentary on Livy Books 1–5*. Clarendon Press.

Walsh, P. G. (1961). *Livy: His Historical Aims and Methods*. Cambridge University Press.

Cicero

Clarke, M. L. (1966). *Rhetoric at Rome: A Historical Survey*. Routledge and Kegan Paul.

Dorey, T. A. (1965). *Cicero: Studies in Latin Literature and its Influence*. Routledge and Kegan Paul.

Kennedy, G. (1972). *The Art of Rhetoric in the Roman World 300 BC – AD 300*. Princeton University Press.

Lacey, W. and Wilson, B. (1978). *Res Publica: Roman Politics and Society According to Cicero*. Bristol Classical Press.

Mitchell, T. (1991). *Cicero: The Senior Statesman*. Yale University Press.

Mitchell, T. (1979). *Cicero: The Ascending Years*. Yale University Press.

Moles, J. (1988). *Plutarch: The Life of Cicero*. Aris & Phillips.

Shackleton Bailey, D. (1971). *Cicero: Classical Life and Letters*. Charles Scribner's Sons.

Stockton, D. (1970). *Cicero: A Political Biography*. Oxford University Press.

Internet resources

Websites

- LacusCurtius: Into the Roman World
  http://penelope.uchicago.edu/Thayer/E/Roman/home.html
- Roman Inscriptions of Britain
  http://romaninscriptionsofbritain.org/
- Encyclopaedia Romana
  http://penelope.uchicago.edu/~grout/encyclopaedia_romana/index.html
- The Latin Library
  http://www.thelatinlibrary.com/
- Numen: The Latin Lexicon
  http://latinlexicon.org/
- Stoics – Materials for the Construction of Shakespeare's Morals: The Stoic Legacy to the Renaissance
  http://www.stoics.com/index.html
- Perseus Search Tools (Lexicon)
  http://www.perseus.tufts.edu/hopper/search?doc=Perseus%3atext%3a2007.01.0014
- Perseus Digital Library
  http://www.perseus.tufts.edu/hopper/
- Main Classics Page (AP Latin resources)
  http://abney.homestead.com/pallasathene.html
- Attalus
  http://attalus.org/
- Dickinson College Commentaries
  http://dcc.dickinson.edu/
- Virgil.org
  http://virgil.org/
- A Supplement to the AP Catullus
  http://www.personal.kent.edu/~rlarson/catullus/

- The Abney Website of Cosmic Proportions
  http://www.tabney.com/
- Silva Rhetoricae – The Forest of Rhetoric
  http://rhetoric.byu.edu/
- Electronic Resources for Classicists
  http://www.tlg.uci.edu/index/resources.html
- Digital Loeb Classical Library
  https://www.loebclassics.com/
- The Classics Library
  http://www.theclassicslibrary.com/
- University of Kentucky College of Arts and Sciences – Glossary of Rhetorical Terms
  http://mcl.as.uky.edu/glossary-rhetorical-terms
- Austin College – Internet Workbook for the Oxford Latin Course
  http://artemis.austincollege.edu/acad/cml/rcape/latin/
- Latin Language Blog
  http://blogs.transparent.com/latin/
- LatinTeach
  http://www.latinteach.com/Site/Welcome.html
- Hexameter
  http://hexameter.co/index.php
- Open University – Interactive Latin
  http://students.open.ac.uk/arts/a276/OU_Interactive_Latin/
- Classics Teaching
  http://www.classicsteaching.com/
- The National Latin Exam
  http://www.nle.org/
- American Classical League
  https://www.aclclassics.org/
- Excellence Through Classics
  http://www.etclassics.org/
- Classical Association of New South Wales
  http://classics.org.au/

