



ANN ROINN OIDEACHAIS

THE JUNIOR CERTIFICATE

**LATIN**  
**SYLLABUS**

# LATIN

## 1. RATIONALE

Latin, one of the large family of Indo-European languages, was initially the language of the small district of Latium, i.e. of the Roman people and of their immediate neighbours, the Latins. The particular importance of the language lies in the fact that, with the subsequent Roman conquest of the Mediterranean lands and much of continental Europe, it became the language of the Roman Empire itself. So pervasive and long-lasting was this Empire in its impact and influence that it has left an abiding and decisive imprint on the major subsequent manifestations of European civilisation, in particular on language, literature, law, art, architecture, custom and political thought.

In addition, through its enthusiasm for and embrace of Greek culture, the Roman Empire became the medium through which the great achievements of Greek civilisation, in practically every aspect of our cultural being, were disseminated throughout much of Europe.

As a consequence, the influence of Roman civilisation on the formation of Europe has been so profound that, in order to understand our own civilisation properly today, we must retain an understanding and appreciation of what Roman civilisation was in its various manifestations, and of how this Roman contribution has been transformed and enriched by the passage of time. Engagement in study of this civilisation is of compelling importance so that we may continue to understand the essentially unifying foundation which exists for European culture in Roman civilisation.

1.1 The subject Latin can carry out this vital educational function in a number of ways:-

- (i) Through acquaintance with the Latin language, the pupil is not only brought into immediate contact with the ancient Romans themselves but is also made conscious of the manner in which Latin still lives on in the languages we speak today. In fact, to take an obvious example, the so-called Romance languages are, in effect, what Latin has developed into with the passage of time: to understand such languages in a fundamental sense and to understand how they are developing, a knowledge of Latin is invaluable. The English language, while not deriving directly from the Latin language, has borrowed so extensively from it over the centuries that it is fair to say that to understand the English language thoroughly it is necessary to have a knowledge of the Latin language.
  
- (ii) Latin literature, the reading of which is a major concern and function of the subject, is one of the great literatures of the world, principally because of the dignity and majesty inherent in the Latin language in which it is written, and because of its *humanitas* -an unaffected combination of both culture and kindness, which pervades the work of its finest writers. The sum of all its parts is a striking manifestation of what we perceive as 'civilised' when finally the Roman Empire fell, it was this legacy of Latin literature which ensured that Latin remained the language of medieval literature, and which laid down suitable literary models for evolving Romance and other European languages. In this process there has been a continuum stretching back to classical Latin literature, the fountain of European thought. It is vital that this link be maintained so that the origins and development of European culture can be properly understood, absorbed and re-evaluated in every generation.
  
- (iii) Roman history, the study of which is incorporated into the syllabus, is the formal record of the Roman people as they developed from a small Italian tribe into the moulders of much of what we call Europe today. The study of Roman history charts, interprets and puts into context the emergence and development of the Roman people.
  
- (iv) Roman political and social life is abundantly illustrated in surviving literary, inscriptional and archaeological remains. Together these amount to a valid and striking picture of Europe's first cosmopolitan culture, which, in essentials, is not far removed from our own. The study

of the various institutions of this culture is both instructive and fascinating. Consequently study of these at the appropriate depth has been built into the syllabus.

## 2. AIMS

The general aims of Junior Certificate Latin are to enable pupils

- to read, understand and enjoy Latin
- to acquire a knowledge and appreciation of Roman history and civilisation
- to become aware of a common European heritage in language and civilisation which derives from Latin.

2.1 Springing from these general aims are the more specific aims which follow:-

- (i) To teach comprehension of the Latin language for *reading* purposes. In doing this the teacher presents the language not simply as an end in itself, nor as an instrument of general mental training —though these are inevitable and valuable incidental by-products —but as the most vital and authentic means of gaining access to Roman literature and the culture from which it arises. In other words the Latin language is to be viewed as the source material *par excellence* for coming to know the Romans, and pupils, in pursuing this aim, will invest most of their time in studying the language for reading purposes.
- (ii) To teach pupils to read Latin aloud with accuracy, understanding and feeling.
- (iii) To give pupils such knowledge of the Latin language in grammatical and syntactical terms as will best facilitate the achievement of aims (i) and (ii)-
- (iv) In pursuit of the aim described in ( i ) , to integrate as far as possible the study of language and culture.
- (v) To give pupils a basic understanding of the historical growth of the Roman people, their Republic and Empire, through study of the period from the foundation of the city to the death of Julius Caesar.
- (vi) To expose pupils to a study of the major Roman political and social institutions with a view to gaining insight into the qualities and characteristics of the Roman people which made them so powerful an influence on European history generally.

- (vii) Since the Latin language is the primary material from which so many modern languages are constructed, to make a vital contribution to the general literacy level of all pupils who undertake a study of this subject.
- (viii) To make entry into the leaving Certificate Latin programme a smooth and natural progression for pupils.
- (ix) To leave pupils who are not in a position to continue the study of Latin after Junior Certificate with the feeling that the subject has contributed something of great value to their future lives.

### 3. COURSE OBJECTIVES

Course Objectives list the concepts, knowledge, skills and attitudes which students should acquire and develop through this Latin course.

#### 3.1 Concepts

Pupils will develop an understanding of the following key concepts on which the syllabus is based:-

- (i) the concept of a *classical language*, that is, a language which developed into the language spoken and written by the great majority of the people in a highly developed civilisation over an extended period of time; during which time the peculiar genius of this people was memorably expressed in a variety of genres of writing in this language; which language, through natural development and external influences, was subsequently transformed in a gradual manner from this classical manifestation into a wide variety of more modern languages;
- (ii) the concept of such a classical language having, as a consequence of the transformation mentioned in (i) above, reached at a certain undefined point in time a permanent unchanging form which can be neither added to nor reduced in the way that a modern spoken language can;
- (iii) the concept of a civilisation which, as a consequence of (i) and (ii) above, can be strikingly and authentically understood through this unchanging form of its language;
- (iv) the concept of the coming into being and the passing away of high civilisation, and of how we come to know of such phenomena in a special way through study of their language and literature, reinforced by some knowledge of their art, archaeology and social life.

#### 3.2 Knowledge

Pupils will acquire -

- (i) a reading knowledge of the Latin language appropriate to their age;
- (ii) such a knowledge of Latin grammar, whether acquired formally or functionally, as will give them an appropriate level of understanding and appreciation of the special structure of the Latin language;
- (iii) as a consequence of (i) and (ii) above, a practical understanding of the differences between a synthetic language such as Latin (i.e. a language which is characterised by the frequent and systematic use of inflected grammatical forms of individual words to convey meaning), and an analytical one such as English (i.e. a language which characteristically conveys meaning by combinations of separate words rather than by inflection ) e.g. *they shall be sent out with a sword* compared with *emittentur gladio*; and in this regard an appreciation of the special affinities in language structure which exist between the Irish language and Latin.
- (iv) some knowledge and appreciation of Latin literature through exposure to appropriate examples;
- (v) a knowledge of the origin and development of the Roman people, and of their special characteristics as a people, such as —their *pietas, gravitas, patientia, disciplina*;
- (vi) a general understanding of the phenomenon of their long-lasting *res publica*;
- (vii) an understanding, in general terms, of the gradual development of their Empire;
- (viii) an understanding of how development of their Empire affected their *res publica*;
- (ix) an understanding, in a general way, of how particular individuals affected developments under the *res publica*.

### 3.3 Skills

Pupils should automatically develop certain skills, such as the following, through study (in the ways recommended in this syllabus) of the Latin language, Latin literature, Roman history and civilisation:-

- (i) the ability to *translate* appropriate passages of Latin into the vernacular in a way that is accurate, clear and natural;

- (ii) the ability to *comprehend* passages of Latin language pitched at the appropriate level of difficulty;
- (iii) the ability to *read* Latin aloud with clarity and conviction;
- (iv) the ability to *analyse* and *classify* Latin words, clauses or sentences in such a way as to enhance their grasp and enjoyment of the Latin language as well as to deepen their understanding of vernacular and other languages;
- (v) an appropriate level of ability in *word derivation* (etymology) through analysis of both Latin words and of words in vernacular languages which are derived from Latin;
- (vi) through such etymological examination, the ability to perceive some of the principles of *language growth*;
- (vii) through (i) to (vi) above, some elements of the skills of *precision* and *logic*;
- (viii) the ability to assess the similarities and dissimilarities between modern civilisations and Roman civilisation;
- (ix) the ability to retrieve information from various sources and record it accurately, particularly in the core area of language study; e.g. the correct retrieval and application of information from the Latin dictionary is a particularly vital skill;
- (x) the ability to apply knowledge acquired in the study of Latin to other areas of study and life.

### **3.4 Attitudes**

From their study of this syllabus, pupils should develop naturally certain attitudes, sum as the following:-

- (i) through acquiring a constructive knowledge of the Latin language, an appreciation of the unique role of language in transmitting a picture of a people and civilisation, whatever the intervening time barrier;
- (ii) an appreciation of the uniqueness of each age and civilisation;
- (iii) and understanding and appreciation of how much we have in common with civilisations of the past;

- (iv) a desire to cherish the record of the past and an appreciation of the need to preserve and transmit it to future generations;
- (v) a realisation of the possibility of creating a commonwealth (*res publica*) of nations, through knowledge of the model offered by the long-lasting Roman commonwealth of nations and its *pax Romana*.

#### 4. SYLLABUS STRUCTURE

4.1 The six general areas of study within the Junior Certificate Latin syllabus are listed below, together with the recommended proportion of time to be allocated to each:-

<u>Area</u>	<u>Time</u>
(i) Translation and Background Study of Prescribed Latin	20%
(ii) Translation of Unprescribed Latin	40%
	(20% if Composition is opted for)
(iii) Comprehension of Latin (including Grammar)	20%
(iv) Latin Composition (Optional)	20%
(v) Roman History	10%
(vi) Roman Social life and Civilisation	10%

4.2 Where Composition is not selected as an area of study, the time saved should be allocated to translation of Unprescribed Latin. Provision for this option is made on the examination paper.

4.3 The syllabus is so structured that pupils must undertake study of all the areas above, with the exception of Latin Composition. Particular emphasis is given to the Latin language, while the other subsidiary areas are also accommodated. In this way the syllabus aims to strike an appropriate balance between language/literature and history/civilisation.

## **5. LEVEL DIFFERENTIATION**

- 5.1 The syllabus is offered at two levels, Ordinary and Higher.
- 5.2 The syllabus framework is common to both levels. At Higher Level, however, pupils will be required to have reached a higher level of attainment in Translation of Prescribed and Unprescribed Latin, and in Latin Comprehension, Grammar and Composition.

The specific requirements at the two levels in Latin Grammar and Composition are given in the relevant areas of Syllabus Content in Section 6 following.

Pupils at Higher Level will be required to read a greater quantity of Prescribed Latin literature than pupils at Ordinary Level.

In Translation of Unprescribed Latin and in Comprehension the attainment of pupils at Higher Level should reflect their wider study of Prescribed and Unprescribed Latin, Grammar and/or Composition.

## 6. SYLLABUS CONTENT

### 6.1 Translation of Unprescribed Latin

Society relies on the skill of the translator to convey in each generation the substance of ancient writing in a manner which is both accurate and as close as possible to the spirit of the original. The subject Latin aims to foster and maintain this skill both in the individual and in society.

The syllabus is, in the main, a reading course in Latin. Translation of passages of unprescribed Latin is the visible indicator of success in this major aim of reading and understanding Latin. The act of translation is the pupil's immediate encounter with and interpretation of matter that comes directly from the ancient world.

It is vital for the success of this syllabus that pupils come to relish the challenge of making translations of unprescribed Latin so that the ultimate aim is achieved: confidence and anticipation in confronting Latin drawn from the great writers of the Classical era. Through carefully graded reading this aim is achieved.

Latin should be read from the start and pupils should get frequent practice in oral and written translation into the vernacular, with an emphasis on accurate and idiomatic expression.

The reading aloud of Latin should become a regular part of the exercise in translation as, with practice, it becomes an important aid in signalling the overall structure of the language e.g. the balance of phrase, subordinate clause and main clause in the sentence as a whole.

The ideal first Latin book will be one which contains easy, short, interesting and gently graded Latin passages for translation - passages dealing with Roman life, history and mythology, and illustrated if possible - and which also contains suitable exercises in grammar or composition which reinforce what the pupil learns from reading the passages of Latin. It is recommended that one of the following modern series of readers be used during the three years of this course:-

- (i) *The Cambridge Latin Course*, Units I to III (Second Edition), with accompanying teachers' handbooks, tapes and slides, published by Cambridge University Press.  
(N.B. For candidates using this series there will be a special alternative question on the examination paper (in Question 6, *Roman Social Life and Civilisation*), which will be based on the background materials in Units I to III)
- (ii) *Ecce Romani*, Books 1 to 5, (Revised Edition), including the teachers' handbooks which accompany the course, published by Oliver and Boyd.
- (iii) *A New Approach to Latin*, Books 1 and 2, edited by Macnaughten and McDougal, published by Oliver and Boyd.

Note: Each of these three reading courses provides ample classroom reading and other material for the duration of a three-year course.

By following the guidelines given in the readers mentioned above, the pupil will make steady and enjoyable progress in the reading of Latin. It is vital that the teacher should avoid spending too long a time on particular passages or difficulties since skilful reinforcement is built into all three readers, particularly in the areas of vocabulary and construction.

In the written examination, passages of unprescribed translation will contain vocabulary based on a reconciliation of the vocabularies encountered in the three readers i.e. they will contain vocabulary common to the three readers, while words not encountered in any one of the readers will be glossed.

## 6.2 Comprehension of Latin (to include Grammar)

Passages of Latin for comprehension purposes are an excellent vehicle for testing the progress of pupils who have been involved in a course which has focussed primarily on reading Latin. Because of the nature of the exercise involved in comprehension, the passages tend to be longer than passages for translation. comprehension of a passage in a language other than the vernacular does

not necessarily demand the precision of a translation which is, in effect, a refinement of the skill of comprehension. In fact comprehension initially tests the reader's ability to grasp the overall meaning of a passage. The pupil who is consistently exposed to passages of Latin will come to grasp instinctively the general tenor of an appropriately pitched passage in the language. From this, the pupil, directed by the specifics of questions on the passage, proceeds to demonstrate a deeper grasp of the passage. In doing this, the pupil is not concerned with idiom or style but with understanding i.e. comprehension.

Composition is the means in this syllabus by which pupils are exposed most directly to the study of formal grammar, although, of course, this can happen as readily in analysis of a passage of prescribed or unprescribed Latin. Since the emphasis of this syllabus is on the reading of Latin, it is appropriate to test acquisition of grammar within the setting of the passage of Latin used for comprehension. In this way the elements of the language being tested can be seen in their natural setting. In addition, the passage affords a wider choice of samples to teacher and pupil, examiner and examined e.g. the passage will invariably contain numerous examples of nouns, verbs, adjectives, as well as various constructions in context. In this way the testing of grammar becomes more meaningful to pupils, while also affording some opportunity to show what one knows rather than what one does not know. The general intention, therefore, is to make the study of grammar in the classroom fairer, less arid and isolated, and to have this reflected in the examination.

To attain an appropriate knowledge of grammar and to be able to answer the relevant grammar questions on the examination paper, pupils should have studied the following:-

- declension of nouns, pronouns and adjectives comparison of adjectives
- comparison of adverbs ( Higher Level only)
- the conjugation of regular verbs and of *sum, possum, volo, nolo, malo, fero, fio* and *eo*; the principal parts of these verbs and the more usual irregular ones.
- For Ordinary Level pupils the ability to recognise the constructions listed in Section 6.5 below \*
- For Higher Level pupils the ability to recognise the constructions listed in Sections 6.5 and 6.6 below \*

\* While Composition is an optional study in this syllabus, pupils should be able to recognise in a passage of Latin the grammatical basis of simple Latin constructions which are regularly used in Latin Composition exercises.

### 6.3 Translation of Prescribed Latin and its Background

The prescription of a body of Latin literature enables pupils to make a deeper exploration of selected texts of high quality and accessibility. It also affords the opportunity to examine the background to these texts and to place them and their authors in a historical, social and cultural setting which will add significantly to pupils' perception of the Roman world. In addition, because of the high quality of the texts chosen for study, the task of translation involves a more rigorous and more sophisticated exercise.

The Appendix to this syllabus gives details of the pool of literature from which prescribed passages will be drawn on a cyclical basis. Pupils at Ordinary Level are required to study approximately 120 lines of Latin poetry, while those at Higher Level study approximately 200 lines. The 200 lines at Higher Level include the 120 lines at Ordinary Level. The background to the lines must be studied.

N.B. Details of a three-year cycle of prescribed passages will be issued by the Dept. of Education.

### 6.4 Latin Composition (Optional)

The educational value of Latin Composition as part of a general approach to mastering the Latin language has been seriously questioned in recent decades. Nevertheless, there is evidence that such practice may have the effect of reassuring certain types of pupil, especially those who need to have access to the formalised overall structure of a language through which they feel they have greater control of the language. For this reason this syllabus includes the study of Latin composition as an optional area of study. The benefits which may result from the study of Latin Composition are as follows:

- it helps to fix in the memory the various inflections of nouns and verbs and the rules of Latin syntax;
- it gives an insight into the special ways in which the Roman mind formulated its expressions in speech and in the written word;
- it inevitably involves coming to terms not only with Latin grammar specifically but with the grammar of the vernacular language also;
- through making pupils utilise the Latin language as a tool of composition, it makes them better able to appreciate the achievements of Roman writers in composition.

#### 6.5 Requirements for Ordinary Level in Latin Composition

The grammar requirements outlined in Section 6.2 above as well as the following:-

- the use of the common Prepositions
- the use of the relative *qui, quae, quod*
- *Apposition*
- simple examples of the use of Cases to express particular meanings e.g. of the Accusative to signify *Object* or *Motion to a place*
- the expression of *Time how long* and *Time when the use of adjectives*
- the use of the present participle and the past participle passive (though not the *Ablative Absolute*)
- the use of pronouns, including the reflexive pronoun *se*
- the tenses of verbs in the *Indicative* mood
- the Present, Imperfect and Pluperfect tenses of verbs in the *Subjunctive* mood, active voice
- the present tense, active voice, of the *Imperative* mood

- the present and perfect tenses, active voice, of the *Infinitive* mood
- the expression of the simple direct *question* involving the use of *-ne*
- the expression of *Indirect Statement* involving only the use of the present and perfect tenses, active voice, infinitive mood
- the expression of clauses of *Purpose* (Final Clauses)

## 6.6 Requirements for Higher Level in Latin Composition

As for Ordinary Level, with the addition of the following:-

- sentences involving the *comparison* of adjectives
- the most common *Intransitive* verbs i.e. *impero, persuadeo, credo, pareo*
- Dative case of the *Indirect Object*, as with *do* and *monstro*
- the most important uses (of) the *Locative* case i.e. *Romae* and *domi*
- Ablative case to express *Time within which*
- the use of the adjectives *medius* and *summus*
- the distinction between *suus* and *eius*
- the use of the more common *Deponent* verbs in their most frequently met forms e.g. *profectus, profectus est, mortuus, mortuus est, locutus*
- *Prohibitions* (Negative Commands) with *noli, nolite* or *ne* with Perfect Subjunctive
- Exhortations e.g. *amemus patriam*
- the future participle and future infinitive, active voice
- *Direct questions* involving use of *nonne* and *num*
- *Indirect questions*
- the expression of *Indirect Statement* involving use of the future infinitive active and the perfect infinitive passive; the syntactical consequences of using *spero* and *promitto*
- *Indirect Commands* or *Prohibitions*
- *Consecutive Clauses*
- *Temporal Clauses* involving the use of *ubi* and *dum*
- *Causal Clauses* involving the use of *cum, quia, quod*

- *Conditional Clauses* involving the use of the Indicative mood only
- *Concessive Clauses* involving the use of *quamquam* (followed by the Indicative mood) and *cum* (followed by the Subjunctive mood)

N.B. The outline above refers to Composition only and not to passages of Latin, which would normally contain more complex matter, including a wider range of constructions.

## 6.7 Roman History

There are three general considerations which should inform the study of the period of Roman history covered by this syllabus:-

- understanding of the qualities which enabled the Romans in particular to gain a great Empire
- examination of the longevity of the Roman Republic and the reasons for this phenomenon
- the factors which ultimately undermined this most stable of constitutions.

## 6.8 Roman History in First Year

The period of Roman history preceding that prescribed for examination should be dealt with in the first year.

A story-centred approach is strongly recommended in dealing with this period. The following general scheme is suggested:-

- (i) The Fall of Troy and the escape of Aeneas.
- (ii) The foundation of Rome including
  - its geographical site in Latium, Italy and the Mediterranean
  - legends surrounding it (e.g. Aeneas, Mars, Romulus and Remus, Rape of Sabines)
- (iii) The Kings of Rome, particularly Romulus, Numa and Tarquinius Superbus.

- (iv) The Foundation of *Res Publica Romana* including
  - Brutus, Lucretia, the first consuls, war against the Etruscans featuring Lars Porsenna, Horatius Cocles and Mucius Scaevola.
- (v) Roman character as exemplified in the old Republican stories including
  - Coriolanus, Cincinnatus, the Fabii, Camillus.
- (vi) Conflict of the Orders
  - Secession of the Plebs; Fable of Menenius Agrippa; The Ten Tables; Verginia; Marcus Manlius; gradual attainment of civil rights by plebeians.
- (vii) The gradual expansion of Rome
  - to Latium, Etruria, Campania, Samnium, Southern Italy.
- (viii) Rome's first foreign foes
  - the Gauls, Pyrrhus, Rome controls all of Italy.

#### 6.9 The Prescribed Period of Roman History (264-44 B.C.) in Second and Third Year

The following general plan should be adopted in dealing with this period:-

- (i) Describe in general terms the situation of Rome at the outset of the prescribed period (264 B.C.)
  - Mistress of Italy but no experience of fighting abroad
  - Basically without a fleet
  - A new and inexperienced member among a number of powerful states in the greater Mediterranean area e.g Carthage, Syracuse, Macedonia
  - Republican form of government in place
- (ii) Describe in general terms the situation of Rome at the end of the prescribed period (44 B.C.)
  - Mistress of the Mediterranean and a large portion of continental Europe
  - Republican form of government coming to an end
  - Vast standing army and fleet

- (iii) Consequently, the task of the teacher is to explain in general terms what happened between 264 and 44 B.C.

To carry out this task in terms which are comprehensible and meaningful to students, the general outline and structure given in sub-sections A, B and C below is suggested. Teachers should not enter into excessive details in dealing with any of the areas given. Somewhat greater emphasis, however, should be given to the areas shown in bold print. A reasonable understanding of the major trends in the prescribed period combined with a good knowledge of the major personalities would be an appropriate level to aim at. Teachers, however, should not be inhibited from treating in some depth areas in which they are particularly interested.

The personalities to be used as focal and unifying points of reference for the period are:-

Hannibal, Scipio Africanus Maior, Scipio Africanus Minor, the Gracchi Brothers, Marius, Sulla, Cicero, Pompey, Caesar.

**A. External History of Rome and Expansion of Empire:**

- The Punic Wars and Destruction of Carthage
- Wars against Macedonia
- Defeat of Antiochus of Syria and settlement of affairs in Asia Minor
- Destruction of Corinth and annexation of Macedonia and Achaea
- The Spanish Wars and Scipio Aemilianus
- Marius, Sulla and the Jugurthine War
- Defeat of Cimbri and Teutones featuring Marius and Sulla
- Wars against Mithridates featuring Sulla, Lucullus and Pompey
- The defeat of Sertorius featuring Pompey
- The defeat of Spartacus featuring Crassus and Pompey
- The defeat of the pirates featuring Pompey
- Pompey's settlement of the Middle East

- Caesar's invasions of Gaul and Britain
- Crassus is defeated and slain by Parthians

**B. Internal History of Rome and Movement from Republic to Principate**

- The Senate in control but essential equality of the Orders
- The growth of wealth and the rise of a new nobility
- The flight from the land to the city and the rise of the urban proletariat
- The attempt of the Gracchi to reverse the flight from the land and its eventual failure
- The corruption of the nobility
- The rise of Marius, a *popularis* and military man
- The failure of Livius Drusus to bring about a compromise between the *populares*, the nobility (*optimates*) and the Italians
- The Social War and resolution of the Italian Problem
- Civil War between Marius and Sulla
- Sulla's dictatorship and his constitutional reform in favour of the nobility
- The downfall of the Sullan Constitution
- The conspiracy of Catiline
- The rise of Caesar, a *popularis*, and the First Triumvirate
- The debasement of the tribunate by Pompey and Caesar through Milo and Clodius
- Civil War between Pompey and Caesar
- The flouting of the Republican Constitution by Caesar
- The assassination of Caesar

**C. Some treatment should be given to the following where they bear on areas mentioned in A and B above:**

- the part-time citizen army of the early period of the course
- development of a standing army beginning with Marius
- the rise of the military adventurer with great personal ambitions and the danger they present to republican form of government - Marius, Sulla, Pompey, Caesar
- how these military men differed in popular appeal from the tribunes
- the general question of why it was Rome, in particular, which won supremacy in Europe

## 6.10 Roman Social life and Civilisation

This section of the syllabus is concerned with social and political life generally, and also the manners and customs, of the Romans. Following is an outline of the general headings to be studied:-

### (i) Social life

- Education (all levels) , schools, teachers, pupils, pedagogues, writing materials-public baths
- gladiatorial games-chariot racing
- housing, including *domus, insula, villa*
- meals, diet and dining customs

### (ii) Manners and Customs

- *paterfamilias* and the *familia* generally, including household slaves
- status of women and girls
- *toga virilis* and *toga praetexta* and their significance
- dress of women
- betrothal and marriage
- death and funeral customs
- *augur* and *haruspex*
- Vestal Virgins
- religious beliefs generally including *Lares* and *Penates* and major gods and goddesses
- patron (*patronus*) and client (*cliens*)
- forms of slavery e.g. types of rural and urban slavery

### (iii) Political life

- Senate, *comitia centuriata, comitia tributa, consuls, dictator, magister equitum, censor, praetor, aedile, quaestor, tribune of the people (tribunus plebis), equites, lictors, fascies*

In dealing with these aspects of political life, an attempt should be made to illustrate them in the context of some historical incident or period e.g. the Senate's role in the Second Punic War, or the motives of the Gracchi for seeking the tribunate. Detailed knowledge, however, is not required.

(iv) For candidates using the Cambridge Latin Course their knowledge of Roman social and political life, manners and customs should be based on the background material integrated into that course.

## 7. ASSESSMENT

On completion of the course Assessment will measure the progress of students - at a level appropriate to age and ability, as reflected in Ordinary and Higher Level examination papers - in the following:-

### Knowledge and Understanding of

- Latin language
- Latin grammar
- Latin literature
- the origin, character and development of the Roman people
- the Roman Republic
- the growth of the Roman Empire
- leading personalities of the Roman Republic
- Roman political life
- Roman social life, manners and customs

### Skills and Ability in

- Translation of the Latin Language
- Comprehension of the Latin language
- Composition of Latin language (Optional )
- Explication of important historical, political and social aspects of Roman civilisation

## 7.2 Mark Weightings

The mark weightings in the assessment at the two levels will reflect the recommended proportion of time to be allocated to the various areas of study as outlined in Section 4.1 above. Consequently in the written examination at both levels the weightings will be:-

<u>Area</u>	<u>Percentage of Marks</u>
Translation of Prescribed Latin, including Background	20%
Translation of Unprescribed Latin	40%
	(20% if Composition chosen)
Comprehension of Latin (including Grammar)	20%
Latin Composition (Optional)	20%
Roman History	10%
Roman Social Life and Civilisation	10%

## 7.3 Format of Examination Papers

There will be two examination papers, one at Ordinary level and one at Higher Level. The total mark for each paper will be 400.

Each paper will have six questions in the following order:-

- Q.1 Translation of a passage of Prescribed Latin with sub-questions on both the background to the passage and the remainder of the prescribed literature. (20% )
- Q.2 Translation of a passage of Unprescribed Latin. (20%)
- Q.3 Comprehension of a passage of Latin (to include Grammar). (20%)
- Q.4 Composition i.e. translation of sentences from the vernacular into Latin. (20%)

or

- Translation of a passage of Unprescribed Latin. ( 20% )
- Q.5 Roman History as follows:-

Section A - five of ten short questions to be answered. (5% )

Section B - one of two questions requiring longer answers which will be based upon the personalities listed in 6.9 (iii) above. (5%)

Q.6 Roman Social life and Civilisation as follows:-

Section A - five of ten short questions to be answered. (5%)

Section B - one question requiring a longer answer. (5%)

N.B. Questions 1, 2, 3 and 4 will be different on both papers, and will be appropriate to the level of difficulty of each paper.

Questions 5 and 6 will be the same on both papers.



## APPENDIX

### Pool of Latin Passages from which Prescribed Literature Will Be Drawn in a Three-Year Cycle

1. Phaedrus, Codex Ademari, No.15
2. Phaedrus, Book 1, Fable 12
3. Catullus, Carmen 9
4. Catullus, Carmen 39, 1-8
5. Catullus, Carmen 3
6. Catullus, Carmen 5
7. Catullus, Carmen 84
8. Catullus, Carmen 101
9. Catullus, Carmina 70 and 85
10. Ovid, *Fasti* Book 3, 215-222, 225-228
11. Ovid, *Fasti* Book 2, 687-698
12. Ovid, *Fasti* Book 2, 223-234
13. Ovid, *Fasti* Book 2, 235-242
14. Ovid, *Fasti* Book 4, 425-426, 429-433, 441-446
15. Ovid, *Fasti* Book 4, 502-503, 505-506, 511-514
16. Ovid, *Fasti* Book 4, 519-530
17. Ovid, *Fasti* Book 4, 537-544
18. Ovid, *Fasti* Book 2, 83-86, 93-96
19. Ovid, *Fasti* Book 4, 97-100, 103-106, 111-116
20. Ovid, *Heriifks* No.14, 33-41
21. Ovid, *Heriifks* No.14, 41-50
22. Ovid, *Heroides* No.18, 55-64
23. Ovid, *Metamorphoses* 8, 183-195
24. Ovid; *Metamorphoses* 8, 195-208
25. Ovid, *Metamorphoses* 8, 208-216
26. Ovid, *Metamorphoses* 8, 217-225
27. Ovid, *Metamorphoses* 8, 225-235
28. Ovid, *Metamorphoses* 4, 580-588
29. Ovid, *Metamorphoses* 4, 589-601
30. Ovid, *Metamorphoses* 1, 541-545, 548, 550-551, 553-554, 556-558
31. Ovid, *Metamorphoses* 1, 639, 642-650
32. Ovid, *Heroides* 8,73-76, 79-80, 89-90
33. Ovid, *Heroides* 8, 91-100
34. Ovid, *Tristia*, Book 4, I, 67-68, 71-78
35. Ovid, *Tristia*, Book 5, X, 15-24, 37-38
36. Ovid, *Epistulae ex Ponto*, Book 1, No.4, 1-8, 29-30, 47-50
37. Virgil, *Eclogues* No.1, 1-10
38. Virgil, *Eclogues*, No.1, 18-25, 42-45
39. Virgil, *Eclogues*, No.1, 46, 51-52, 56-58, 64-66, 77-78, 79-83
40. Virgil, *Ceorgics*, No.4, 464-470
41. Virgil, *Ceorgics*, No.4, 471-477, 481-484
42. Virgil, *Ceorgics*, No.4, 485-493
43. Virgil, *Ceorgics*, No.4, 494-506
44. Virgil, *Ceorgics*, No.4, 507-517, 519-520
45. Virgil, *Ceorgics*, No.4, 523-527
55. Virgil, *Aeneid*, Book 4, 620-629

46. Virgil, *Aeneid*, Book 4, 66-73
47. Virgil, *Aeneid*, Book 4, 74-76, 80-83, 86-88
48. Virgil, *Aeneid*, Book 4, 281-286
49. Virgil, *Aeneid*, Book 4, 288-298
50. Virgil, *Aeneid*, Book 4, 314-319, 327-332
51. Virgil, *Aeneid*, Book 4, 381-392
52. Virgil, *Aeneid*, Book 4, 394-404
53. Virgil, *Aeneid*, Book 4, 523-532
54. Virgil, *Aeneid*, Book 4, 584-591, 593-596
56. Virgil, *Aeneid*, Book 4, 642-653
57. Virgil, *Aeneid*, Book 4, 653-655, 657-665
58. Virgil, *Aeneid*, Book 4, 665-674
59. Virgil, *Aeneid*, Book 4, 693-695, 700-705
60. Virgil, *Aeneid*, Book 4, 450-455
61. Virgil, *Aeneid*, Book 4, 456-466
62. Virgil, *Aeneid*, Book 4, 467-476
63. Virgil, *Aeneid*, Book 3, 655-665
64. Virgil, *Aeneid*, Book 3, 668-681