Syllabus Snapshot

Junior Cert
Latin

Exam Board: State Examinations Commission (ROI)

SCRIBBLE RESOURCES
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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Time</th>
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<tbody>
<tr>
<td>(i) Translation and Background Study of Prescribed Latin</td>
<td>20%</td>
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<tr>
<td>(ii) Translation of Unprescribed Latin</td>
<td>40%</td>
</tr>
<tr>
<td>(iii) Comprehension of Latin (including Grammar)</td>
<td>20%</td>
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<tr>
<td>(iv) Latin Composition (Optional)</td>
<td>20%</td>
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<tr>
<td>(v) Roman History</td>
<td>10%</td>
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<tr>
<td>(vi) Roman Social life and Civilisation</td>
<td>10%</td>
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</tbody>
</table>

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.
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.


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 ()f 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 Cauls, 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
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**
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.