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## Context

Note: This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the Latin Continuers HSC examination.

The advice applies to Latin Continuers only and is current as at 8 July 2021.

The Latin Continuers syllabus document is referenced in this advice – you can access the syllabus at the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

# General information

The Latin Continuers examination consists of a written paper worth 100 marks.

The paper consists of 3 sections:

* *Section I – Prescribed text – Prose* (33 marks)
* *Section II – Prescribed text –* Verse (33 marks)
* *Section III – Unseen texts* (34 marks).

You will have 3 hours (plus 5 minutes reading time) to complete the examination. The examination paper suggests allowing about 1 hour to complete each section.

Some students report allowing slightly less time for *Section I* and *Section II*, and slightly more time for *Section III*, for example:

* Section I – 55 minutes
* Section II – 55 minutes
* Section III – 70 minutes.

You may use print dictionaries in the examination.

Make sure you allow sufficient time to:

* plan your answers before you start writing
* revise your work and check the quality of your responses, ensuring what you say is clear and there are no ambiguities.

To ensure that you are fully prepared for the examination paper, you could ask yourself the following questions:

* Do I have a thorough knowledge and understanding of the prescribed texts?
* Am I able to respond in English to questions relating to the features of the prescribed texts, for example characterisation, themes, language features, style, context and historical/cultural background?

# How to approach *Section I – Prescribed text – Prose*

## Examination specifications

The *Prescribed text – Prose* section of the examination is worth 33 marks.

This is the first section of the examination and is designed to assess your knowledge of the meaning, thematic focus areas and context of the prose set text, and the its linguistic and stylistic features.

This section consists of 3 questions.

Allow approximately 55-60 minutes to complete this section.

## Question 1

Question 1 is worth 5 marks and relates to Objective 1 of the syllabus.

| Objective | Outcomes |
| --- | --- |
| Students will:   1. understand seen and unseen texts written in the original Latin | A student:  1.1 applies knowledge of vocabulary and grammar  1.2 infers the meaning of words or phrases from common patterns of word formation and from context  1.3 translates into clear English using words appropriate to the context |

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You will be provided with an extract in Latin from the prescribed text for translation into clear English. The extract will be approximately 80 words in length.

### Criteria for assessing performance

You are expected to be able to:

* convey the meaning of individual Latin words and phrases accurately into English
* provide fluent and coherent English translations of Latin inflections and grammatical structures
* demonstrate understanding of the author’s meaning
* provide a translation which is clear and comprehensible to an English reader.

### Preparing for the examination

The extract in Question 1 can come from any part of the prescribed text, so it’s important you are familiar with the whole text, and are able to write a fluent and coherent English translation of any section.

As part of the course, you would have already produced your own translation of the prescribed prose text, with feedback from your teacher and other students. Prepare for the examination by reviewing your own translation. Specific translation preparation may involve randomly selecting and translating extracts (approximately 80 words) from the text, to see how well you are able to comprehend and translate these into English. This is preferable to memorising pre-prepared English translations of entire chapters or sections.

### During the examination

* Ensure that you have translated all parts of the extract, and go back over your translation carefully to check that you have not missed out any words or phrases in Latin that should have been translated into English.
* Ensure that your English translation is fluent and coherent, including that the word order and structure of your English sentences reflect English usage rather than Latin usage.

## Question 2

Question 2 is worth 13 marks, and relates to Objectives 2 and 3 of the syllabus.

| Objective | Outcomes |
| --- | --- |
| Students will:   1. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts | A student:  2.1 identifies, explains and analyses grammatical features  2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract  2.4 identifies, explains and analyses the context of an extract  2.5 identifies, explains and analyses the cultural, historical and religious references of an extract |
| Students will:   1. understand the prescribed text as a work of literature in terms of the author’s purpose | A student:  3.1 identifies and discusses Roman ideas, beliefs and arguments as revealed in the prescribed texts  3.2 identifies and discusses the structure and literary qualities of the prescribed texts  3.3 identifies and discusses specified thematic focus areas in the prescribed texts |

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Outcome 2.3 is not relevant to the prose set text, as it relates to the verse set text only.

In Question 2, you will be provided with approximately 4 short-answer parts based on one or more extracts from the prescribed text. Of these parts, at least one will relate to grammatical features (Outcome 2.1).

The extract(s) to be used will be different from the other extract provided.

### Criteria for assessing performance

In Question 2, markers will assess how effectively you demonstrate your knowledge of the content, thematic focus areas (listed in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions)), style and specific literary and grammatical features of the set text.

You are expected to be able to:

* identify, explain and analyse specific stylistic features and literary terms – listed in 8.7 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus) – relevant to short answer questions
* identify, explain and analyse grammatical features in the extracts – listed in 8.6.1 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus)
* demonstrate your understanding of the context of the extracts, and their place and role within the text as a whole
* demonstrate your knowledge of specific events, locations and historical, cultural and religious references mentioned in the extracts.

### Preparing for the examination

It is useful, when studying the prose set text, to maintain a parallel commentary alongside either the Latin text or your English translation of the text, including an explanatory note for all people, places, events, dates, and laws mentioned in the text. Make note of all literary/rhetorical features used in the text, and the author’s likely purpose in making use of these literary/rhetorical features in each instance.

It is also important to make note of individual words, phrases and sentences within the text which reflect the focus areas of the prose set text, as provided in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions).

Refer to expert commentaries on the prose set text, which can provide useful historical and literary backgrounds. The introductions to the set text in these commentaries can clarify parts of the set text which may be confusing. Your teacher may provide these expert commentaries, or recommend ones which are available free of charge on [Google Books](https://books.google.com/?hl=en) or the [Internet Archive](https://archive.org/).

You should be able to identify, explain and analyse:

* all the case and tense endings used in the set text, as well as individual parts of speech
* the particular grammatical constructions used, as detailed in 8.6.1 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

It is also important to be aware of the agreements of adjectives and nouns/pronouns within the text and any grammar features particular to the author.

If the prose set text has been set as an HSC text before, you will be able to access questions from [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) which can provide excellent practice. Reading the HSC marking feedback for the relevant examination can provide additional information on the characteristics of better responses. Note that although the texts may have been set before, the prescriptions in the texts may have changed, and the structure and specifications of the examination may have been different at that time.

Make sure you’re familiar with NESA’s [glossary of key words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) used in the context of Latin Continuers, and so are able to respond appropriately to a range of different question types.

### During the examination

* Ensure that your answers are in clear and plain English.
* Check the mark value of each question carefully. This will provide guidance for the amount of detail you include when answering questions which require you to explain references in the text.
* Answer grammatical questions as precisely as possible.
* If a grammatical question asks you to identify more than one aspect, answer using the same order as the question. For example, if the question asks you to identify the number and case of a noun, write your answer in that order.
* Take 2-3 minutes to plan your answers to longer (4-5 marks) commentary questions. Use this time to plan the structure of your answer and to choose the most relevant quotations to include.
* Look back at the question regularly to ensure that you are answering it properly and not becoming sidetracked.
* Only mention specific literary/rhetorical techniques if they are relevant to the question.
* Support an explanation by linking it to relevant and specific examples – quotations are not always necessary.
* Incorporate quotations from the extracts provided in your answers in the most seamless way possible. It is often best to do this by means of parentheses, as this will avoid the awkward mixing of Latin and English grammar, for example:
  + Cicero refers contemptuously to Catiline’s raging (*furor iste tuus*).
* Indicate any quotations clearly, through inverted commas or underlining.
* Use ellipsis when quoting more than a few words from an extract, for example, *et testamentum … delatus est* in order to avoid copying long sections of text.

## Question 3

Question 3 is worth 15 marks, and relates to Objectives 2 and 3 of the syllabus.

| Objective | Outcomes |
| --- | --- |
| Students will:   1. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts | A student:  2.1 identifies, explains and analyses grammatical features  2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract  2.4 identifies, explains and analyses the context of an extract  2.5 identifies, explains and analyses the cultural, historical and religious references of an extract |
| Students will:   1. understand the prescribed text as a work of literature in terms of the author’s purpose | A student:  3.1 identifies and discusses Roman ideas, beliefs and arguments as revealed in the prescribed texts  3.2 identifies and discusses the structure and literary qualities of the prescribed texts  3.3 identifies and discusses specified thematic focus areas in the prescribed texts |

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Outcome 2.3 is not relevant to the prose set text, as it relates to the verse set text only.

In Question 3, you will be given one extended response question, based on one or more extracts from the prescribed text. Your response is expected to be around 3 pages of an examination writing booklet – approximately 400 words. This question often includes a particular focus on Outcome 3.3, the thematic focus areas of the prescribed text, as listed in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions). Question 3 may require a reference to other parts of the prescribed prose text.

### Criteria for assessing performance

You are expected to be able to:

* demonstrate your understanding of the text as a work of literature, and not just as a source of information
* demonstrate your understanding of the overall themes of the text, particularly the prescribed focus areas, and how they are reflected in the extract(s) provided
* explain the use of both individual literary features and broader elements of style within the extract(s) which are relevant to the question
* demonstrate your understanding of the historical, political and literary background to the set text
* present a logical and cohesive response to the question, supported by relevant examples.

### Preparing for the examination

Much of the preparation required for Question 3 is similar to the preparation for Question 2. Ensure that you are familiar with the major themes of the prose set text, and the structure of the text as a whole. Read carefully through an English translation of the parts of the text which are not prescribed for translation and commentary, as your knowledge of these sections may enhance your response.

It is important to be familiar with the sections of the text which are relevant to the focus areas provided in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions). Even if these are not provided as stimulus passages in Question 3, they can be referred to in the course of your answer.

Practise writing sample extended responses under time constraints as much as you can. Use [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) or past trial papers in which the same prose set text was used. Reading the HSC marking feedback and exemplar scripts on the [ARC site](https://arc2.nesa.nsw.edu.au/view/default/course/15900) can provide additional information on the characteristics of better responses. Note that although the texts may have been set before, the prescriptions in the texts may have changed, and the structure and specifications of the examination may have been different at that time.

### During the examination

* Take at least 5 minutes to plan your extended response, especially the structure of your argument, the quotations from the text which you will use, and any references to other parts of the text.
* Structure your extended response carefully, ensuring your use of paragraphs supports the different aspects of your response.
* Avoid overly long, rehearsed and largely irrelevant introductions and conclusions.
* Only mention specific literary/rhetorical techniques if they are relevant to the question.
* Support your response with reference to the stimulus extract(s), including relevant and specific examples and, where relevant, quotations.
* When referring to parts of the text beyond the extract(s), you do not need to quote relevant parts of the Latin from memory; it is sufficient to paraphrase. If, however, a part of the text which is relevant to your answer appears in Question 1 or Question 2, it can be quoted in Latin.
* Look back at the question regularly while writing your response, to remind yourself of all the requirements of the question and to avoid becoming sidetracked.

# How to approach *Section II – Prescribed text – Verse*

## Examination specifications

The *Prescribed text – Verse* section of the examination is worth 33 marks.

It is the second section of the examination and is designed to assess your knowledge of the meaning, thematic focus areas and context of the verse set text, and its linguistic and literary features.

This section consists of 3 questions.

Allow approximately 55-60 minutes to complete this section.

## Question 4

Question 4 is worth 5 marks and relates to Objective 1 of the syllabus.

|  |  |
| --- | --- |
| Objective | Outcomes |
| Students will:   1. understand seen and unseen texts written in the original Latin | A student:  1.1 applies knowledge of vocabulary and grammar  1.2 infers the meaning of words or phrases from common patterns of word formation and from context  1.3 translates into clear English using words appropriate to the context |

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In Question 4, you will be provided with an extract in Latin from the verse set text for translation into clear English. The extract will be approximately 12 lines in length.

### Criteria for assessing performance

You are expected to be able to:

* convey the meaning of individual Latin words and phrases accurately into English
* provide fluent and coherent English translations of Latin inflections and grammatical structures
* demonstrate understanding of the author’s meaning
* provide an overall translation which is clear and comprehensible to an English reader.

### Preparing for the examination

The extract in Question 4 can come from any part of the verse set text, so it’s important you are familiar with the whole text, and are able to produce a clear and accurate English translation of any section.

As part of the course, you would have already produced your own translation of the prescribed verse text, with feedback from your teacher and other students. Prepare for the examination by reviewing your own translation thoroughly. Specific translation preparation may involve randomly selecting and translating extracts (approximately 12 lines) from the text, to see how well you are able to comprehend and translate these into English. This is preferable to memorising pre-prepared English translations of entire sections.

### During the examination

* Ensure that you have translated the passage in its entirety, and go back over your translation carefully to check that you have not missed out any words or phrases in Latin that should have been translated into English.
* Ensure that your English translation is clear and straightforward, and that the word order and structure of your English sentences reflects English usage rather than Latin usage.

## Question 5

Question 5 is worth 13 marks, and relates to Objectives 2 and 3 of the syllabus.

| Objective | Outcomes |
| --- | --- |
| Students will:   1. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts | A student:  2.1 identifies, explains and analyses grammatical features  2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract  2.3 identifies metrical features of dactylic hexameters  2.4 identifies, explains and analyses the context of an extract  2.5 identifies, explains and analyses the cultural, historical and religious references of an extract |
| Students will:   1. understand the prescribed text as a work of literature in terms of the author’s purpose | A student:  3.1 identifies and discusses Roman ideas, beliefs and arguments as revealed in the prescribed texts  3.2 identifies and discusses the structure and literary qualities of the prescribed texts  3.3 identifies and discusses specified thematic focus areas in the prescribed texts |

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In Question 5, you will be provided with approximately 4 short-answer parts based on one or more extracts from the prescribed text, relating to Objectives 2 and 3 of the syllabus. The extract(s) to be used will be different from the extract provided in Question 4.

### Criteria for assessing performance

In Question 5, markers will assess how effectively you demonstrate your knowledge of the content, thematic focus areas (listed in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions)), style and specific literary and grammatical features of the set text.

You are expected to be able to:

* identify specific stylistic features and literary terms – listed in 8.7 of the [Stage 6 Latin Continuers syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions) relevant to the short-answer questions
* identify, explain and analyse grammatical features in the extracts – listed in 8.6.1 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus)
* demonstrate your understanding of the context of the extracts, and their place and role within the text as a whole
* demonstrate your knowledge of specific events, locations, historical/mythological figures and technical terms mentioned in the extract(s)
* demonstrate your understanding of the dactylic hexameter by scanning at least one line using the conventions shown in the syllabus.

### Preparing for the examination

It is useful, when studying the verse set text, to maintain a parallel commentary alongside either the Latin text or your English translation of the text, including an explanatory note for all characters, places, events, dates and mythological figures mentioned in the text. Make note of all literary features used in the text, and the author’s likely purpose in making use of these literary features in each instance.

It is also important to make note of individual words, phrases and sentences within the text which reflect the focus areas of the verse set text, as provided in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions).

Refer to expert commentaries on the verse set text, which can provide useful historical and literary backgrounds. The introductions to the set text in these commentaries can clarify parts of the set text which may be confusing. Your teacher may provide these expert commentaries, or recommend ones which are available free of charge on [Google Books](https://books.google.com/?hl=en) or the [Internet Archive](https://archive.org/).

You should be able to identify, explain and analyse:

* all the case and tense endings used in the set text, as well as individual parts of speech
* the particular grammatical constructions used, as detailed in 8.6.1 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

It is also important to be aware of the agreements of adjectives and nouns/pronouns within the text and any grammar features particular to the author.

If the verse set text has been set as an HSC text before, you will be able to access questions from [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) which can provide excellent practice. Reading the HSC marking feedback for the relevant examination can provide additional information on the characteristics of better responses. Note that although the texts may have been set before, the prescriptions in the texts may have changed, and the structure and specifications of the examination may have been different at that time.

Familiarise yourself thoroughly with the structure of the hexameter – including the placement of the caesura – and scan as many lines from the set text as possible for practice prior to the examination. Think about the special metrical effects that Virgil creates.

### During the examination

* Ensure that your answers are in clear and plain English.
* Check the mark value of each question carefully. This will provide guidance for the amount of detail you include when answering questions which require you to explain references in the text.
* Take 2-3 minutes to plan your answers to longer (4-5 marks) commentary questions. Use this time to plan the structure of your answer and to choose the most relevant quotations to include.
* Answer grammatical questions as precisely as possible.
* If a grammatical question asks you to identify more than one aspect, answer using the same order as the question. For example, if the question asks you to identify the number and case of a noun, write your answer in that order.
* Look back at the question regularly to ensure that you are answering it properly and not becoming sidetracked.
* Only mention specific literary/rhetorical techniques if they are relevant to the question.
* Support an explanation by linking it to relevant and specific examples – quotations are not always necessary.
* Confine your quotations to the extracts provided.
* Incorporate quotations from the extracts provided in your answers in the most seamless way possible. It is often best to do this by means of parentheses, as this will avoid the awkward mixing of Latin and English grammar, for example:
  + Virgil’s choice of a particular word for a man (*virum*) indicates to his audience that he is writing about a very special man.
* Indicate any quotations clearly, through inverted commas or underlining.
* Use ellipsis when quoting more than a few words from an extract (for example, *o … oppetere!*) in order to avoid copying long sections of text.
* In the question dealing with scansion, copy the relevant line(s) as neatly as possible, and ensure that your markings of long and short syllables, foot breaks, and caesura are clear and that they follow the guidelines on 8.7.3 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

## Question 6

Question 6 is worth 15 marks, and relates to Objectives 2 and 3 of the syllabus.

| Objective | Outcomes |
| --- | --- |
| Students will:   1. understand the linguistic and stylistic features and the cultural references in prescribed Latin texts | A student:  2.1 identifies, explains and analyses grammatical features  2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract  2.3 identifies metrical features of dactylic hexameters  2.4 identifies, explains and analyses the context of an extract  2.5 identifies, explains and analyses the cultural, historical and religious references of an extract |
| Students will:   1. understand the prescribed text as a work of literature in terms of the author’s purpose | A student:  3.1 identifies and discusses Roman ideas, beliefs and arguments as revealed in the prescribed texts  3.2 identifies and discusses the structure and literary qualities of the prescribed texts  3.3 identifies and discusses specified thematic focus areas in the prescribed texts |

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In Question 6, you will be given one extended response question, based on one or more extracts from the prescribed text, with an expected length of response of around 3 pages of an examination writing booklet – approximately 400 words. This extended response often includes a particular focus on Outcome 3.3, the thematic focus areas of the prescribed text, as listed in the [Latin Continuers prescriptions 2018-2023](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions). Question 6 may require a reference to other parts of the prescribed verse text.

### Criteria for assessing performance

You are expected to be able to:

* demonstrate your understanding of the text as a work of literature, and not just as a source of information
* demonstrate your understanding of the overall themes of the text, particularly the prescribed focus areas, and how they are reflected in the extract(s) provided
* explain the use of both individual literary features and broader elements of style within the extract(s) which are relevant to the question
* present a logical and cohesive response to the question, supported by relevant examples.

### Preparing for the examination

Much of the preparation required for Question 6 is similar to the preparation for Question 5. Ensure that you are familiar with the major themes of the verse set text, and the structure of the text as a whole. Read carefully through an English translation of the parts of the text which are not prescribed for translation and commentary, since it is in this question that your knowledge of these sections may enhance your response.

Practise writing sample extended responses under time constraints as much as you can. Use [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) or past trial papers in which the same prose set text was used. Reading the HSC marking feedback and exemplar scripts on the [ARC site](https://arc2.nesa.nsw.edu.au/view/default/course/15900) for the relevant examination can provide additional information on the characteristics of better responses. Note that although the texts may have been set before, the prescriptions in the texts may have changed, and the structure and specifications of the examination may have been different at that time.

### During the examination

* Take at least 5 minutes to plan your extended response, especially the structure of your argument, the quotations from the text which you will use, and any references to other parts of the text.
* Structure your extended response carefully, using paragraphs for different aspects of your response.
* Avoid overly long, rehearsed and largely irrelevant introductions and conclusions.
* Only mention specific literary/rhetorical techniques if they are relevant to the question.
* Support your response with reference to the stimulus extracts(s), including relevant and specific examples and, where relevant, quotations or line numbers.
* When referring to parts of the text beyond the extract(s), you do not need to quote relevant parts of the Latin from memory; it is sufficient to paraphrase. If, however, a part of the text which is relevant to your answer appears in Question 4 or Question 5, it can be quoted in Latin.
* Look back at the question regularly while writing your long response, to remind yourself of all the requirements of the question and to avoid becoming sidetracked.

# How to approach *Section III – Unseen texts*

## Examination specifications

*Section III – Unseen texts* of the examination is worth 34 marks.

Allow approximately 60-70 minutes to complete this section, depending on how long you have allocated to Sections I and II.

The 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.
* 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.
* 2 questions will consist of a translation into English of approximately 60 words each, worth 10 marks each.
* 2 questions will consist of short-answer parts based on a different section of each extract, and be worth 7 marks each. At least one part in each question will be worth 3 marks.

*Section III – Unseen texts* relates to Objective 1 of the syllabus.

|  |  |
| --- | --- |
| Objective | Outcomes |
| Students will:   1. understand seen and unseen texts written in the original Latin | A student:  1.1 applies knowledge of vocabulary and grammar  1.2 infers the meaning of words or phrases from common patterns of word formation and from context  1.3 translates into clear English using words appropriate to the context |

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## Translation questions

The 2 translation questions are worth 10 marks each.

The section of the extract to be translated will be shown in **bold text**. Comprehension and grammar questions will relate to the remainder of the text.

### Criteria for assessing performance

You are expected to be able to:

* translate the extract into clear English
* show your understanding of the relationships between the words and structures of the extract
* demonstrate your understanding of the content and style of the author by selecting vocabulary appropriate to the context.

### Preparing for the examination

Practise as much as possible translating unseen passages from the authors of the prose and verse set texts. The best source of these is either [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) or past trial papers. Please note that HSC papers prior to 2016 feature a different format for the unseen translation section.

Practise using a dictionary so you can look up words skilfully, using your knowledge of grammatical forms, and choosing the best meaning for the context. Although you are able to use dictionaries during the examination, over reliance on a dictionary may impact your train of thought and cause you unnecessary delay in understanding the extract.

When translating passages as practice, use your dictionary only when necessary. It is important to develop the skill of inferring the meaning of unfamiliar words from context, Latin cognates or English derivatives.

A good command of Latin vocabulary is especially important for the unseen section. Although there is no longer a set vocabulary list for the Stage 6 Latin Continuers syllabus, make sure that as a minimum you can provide, for other contexts, an appropriate meaning of any words which occur more than once in the set texts.

A thorough command of Latin case, number, tense, voice, mood and personal endings as well as grammatical agreement is vital for dealing successfully with the unseen translation section. Make sure you are able to recognise all the common word endings of grammatical forms and their meanings, listed in 8.6 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

### During the examination

* Carefully read the introductory statement in English which precedes each unseen text.
* Read through the extract at least once for understanding without attempting to translate it – this will help you to get some understanding of its content.
* Make a note of unfamiliar words only during your second reading of the extract. Avoid looking them up in the dictionary yet, as context may provide a better indication of the meaning of the word than the first dictionary entry.
* Check any extra information provided immediately beneath the unseen extract – this can take the form of explanations of proper names, translations of difficult expressions, or clarifications of alternate forms.
* Remember to follow the instruction to write your translation on alternate lines.
* Ensure that your translation is in clear English. If you find that you are unable to express a particular part of the unseen text clearly in English, this usually indicates that you need to check that section of the unseen text again to see whether you have correctly understood the Latin.
* Use the dictionary sparingly. If you find that the first dictionary entry for a word is unlikely in the context, check the other meanings given for the word. Context, Latin cognates or English derivatives can suggest an appropriate English rendering of an unfamiliar word and you may not need to refer to a dictionary.
* If you find that you are unable to express a particular part of the extract clearly in English, this usually indicates that you need to analyse that portion of the extract again to see whether you have correctly understood the Latin.
* Pay close attention to word endings and translate them appropriately. Verbs in the present tense may be rendered as past tense in English if this is clearly the intended sense.

## Questions with short-answer parts

The 2 questions with short-answer parts are worth 7 marks for each extract and relate to the sections of the unseen extracts which you are not required to translate. These sections of the unseen texts are printed in plain type, except for the words/phrases which are referenced directly in a question, which are printed in ***bold italic*** type.

Some short-answer parts may require grammatical information, and other parts may require you to provide information drawn from the extract.

### Criteria for assessing performance

You are expected to be able to:

* apply knowledge of vocabulary and grammar
* recognise the grammatical features of individual words and their functions, for example case, number, gender, tense, voice, mood
* understand the unseen extract
* identify specific information.

### Preparing for the examination

Practise as much as possible translating unseen passages from the authors of the prose and verse set texts, seeking regular feedback from your teacher. The best source of these is either [HSC past papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) or past trial papers. Please note that HSC papers prior to 2016 feature a different format for the unseen translation section.

A good command of Latin inflections is particularly important for this question, as one of the grammatical questions may require you to identify either the grammatical form, for example: case, tense, mood and so on, or part of speech of a word. You should also ensure that you are familiar with the grammatical forms in 8.6.1 of the [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus).

The comprehension parts of this question require you to ‘read for understanding’. A good way to practise this skill is to read a passage of Latin and summarise the passage without translating it.

The 3-mark part of this question may require you to give 3 details from the text which appear in coordinate clauses or phrases, so it is important to be familiar with common indications for coordinate structures, for example: *et … et … et …* or *nec … nec … nec …*

### During the examination

* Carefully read the introductory statement in English which precedes each unseen text.
* Read through the extract at least once for understanding without attempting to translate it.
* For the words given in ***bold italic*** text, check the endings carefully; you may need to analyse the context of the passage closely to determine the grammatical form of the word, for example with endings which have more than one function (like *-is*, *-ere*, *-us*), which can be derived from more than one lexical root (like *legis*, *rege*, *mane*)or are ambiguous in terms of case, number or tense (like *res*, *manus*, *fugit*).
* In the questions relating to the unseen verse, understanding of scansion can sometimes help to determine the quantity of vowels in these ambiguous forms (for example *venit/vēnit*, *manus/manūs*).
* Ensure that your answers to the grammar questions provide all the required information.
* Ensure that your answers to the comprehension questions are clear, and provide all the required information.

*Bene eveniat!*