

LATIN IN S4-S5



Latin is a **4 periods subject** contributing to the **development of the 8 key Competences** for Lifelong Learning adopted by the European Council and European Parliament, e.g.:

1. The teaching of Latin offers pupils a unique opportunity to understand the way their own mother tongue functions: the relations between Latin and the mother tongue, through different ways of translating, which serve to consolidate and reinforce the lexical and syntactical bases leading to a **firmer mastery of the mother tongue**.
2. It is a valuable and effective **aid to the learning of foreign languages, developing methodically the linguistic competences** (general and specialised vocabulary, syntax).
3. Being a language with declensions and a grammar that is both rigorous and flexible, Latin always confronts its learners with situations **demanding care and precision**. The pupil must formulate **analytical hypotheses**, and find or construct accurate connections between disparate parts of a sentence.
4. Along with Greek, Latin illuminates most **scientific vocabulary**, particularly that of medicine, as well as the origin of many academic and scientific areas.
5. The teaching of Latin provides a continuous **cross-curricular approach** through its interactive use of several disciplines at the same time; and as it is **multidisciplinary** by nature, Latin incorporates **language, literature, history, arts and philosophy**. As a result, the knowledge and skills which develop Latin are transferable to other subject areas.
6. Learning Latin permits us to **understand the contemporary world better**: it brings unequalled insights, it compares our societies to ancient ones and it provides key insights into the economy, the law, religion, and social and political life. Europe today maintains relations of both cultural difference from, and identity with the Roman world: learning Latin, therefore, contributes to the development of this sense both of identity and of difference in the collective life of a more complex society. It is a training in **critical thinking**. It is also a factor in the development of **tolerance**, as it involves an advanced level of knowledge of different types of society and religion.
7. It invites pupils to explore the **foundation texts** which have nourished and which continue to **nourish the culture, the imagination** and the arts of Europe and the world, yesterday and today.

LEARNING OBJECTIVES OF THE 2nd CYCLE (S4-S5)

1. **read, understand and analyse simple adapted literary and non-literary texts;**
2. put into perspective the **heritage of antiquity** and make a critical assessment of the uses which have been made of antiquity at different times in history;
3. show knowledge and comprehension of the **cultural area covered by the Latin language** (including Roman Africa);
4. choose, between different strategies offered, the most effective ones for the **organisation of individual learning** of Latin; become more independent and take initiatives in reading tasks, translation and commentary in order to develop their Latin learning.

Contents

- knowledge of the pronunciation, and of common abbreviations, allowing to read a text aloud with expression;
- knowledge of vocabulary leading to an enrichment of the fields of ideas;
- ability to use a dictionary independently, as well as online lexical resources;
- knowledge of morphology and the principal grammatical structures of Latin;
- knowledge of the relations between Latin and the mother tongue, and other languages;
- general knowledge of the cultural area of Latin from antiquity to today, in particular as it affects questions of the contemporary world.

Assesment and Latinum Europaeum certificate

A variety of activities and tasks can be used for the A and B assessment (grammar exercises, translations, presentations, etc.), but at the **end of s5** pupils will take a **final harmonised examination** (for the B mark) provided by the inspector from Bruxelles:

1. Year 5 students **MUST** take the examination on the day of the L1 written Baccalaureate examination, from 14.00 to 15.30.
2. Students will tackle an unseen prose passage of fewer than 100 words in length. They will translate part of it (worth 50 marks) and will answer questions on the text (worth 50 marks).
3. During the written examination, the candidates may use a **bilingual dictionary** and the **conspectus grammaticalis** (a table of nouns, verbs forms, etc.).
4. Pupils who don't take the oral examination (see point 5), will have a final B mark corresponding to the mark obtained in the written examination.
5. Students have also the opportunity to get a **LATINUM EUROPAEUM certificate**, provided that they have successfully taken the Latin course for at least four years (years 2-5 in a European School) **and taken also an oral examination**;
6. The oral is based on one of the texts studied in class, approximately 50 words, accompanied by 2 or 3 instructions.
7. The total length of the oral examination will be 40 minutes:

- a. 20 min. for drawing of a question by lot and preparation of the subject matter by the candidate
 - b. 20 min. for the candidate to be examined by the examiners, who will be his/her Latin teacher and a fellow Latin teacher with a command of the language of the section.
8. Mark for the *LATINVM EVROPAEVM* examination: The written part of the examination and the oral examination will each account for 50% and **the average of the two marks (written + oral) will be the B mark in the end of year 5 school report** (mark for the second semester harmonised written examination). **This B mark will also be shown on the *LATINVM EVROPAEVM* certificate.**