Latin transition project
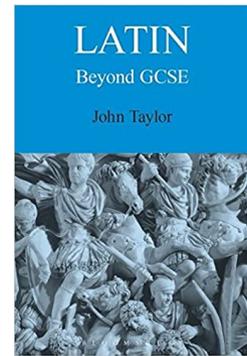
At A-Level we follow the **OCR Specification** and will study the following units:

Latin Language – Unseen translations
Latin Language – Prose composition
Verse Literature – Virgil's *Aeneid*
Prose Literature – Cicero's Political Speeches

https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/

LATIN
Beyond GCSE
John Taylor

Latin A-level directly builds on the skills you have developed during your Latin GCSE. So, to help prepare you for the step up, and to keep you occupied over the summer, choose one or more of the investigations outlined below.

The difficulty of each task is shown by the type of ancient coin next to it. These mirror the progression which you will experience over the course.

Bronze: Close to GCSE standard. Use this to warm up your brain!

Silver: a step beyond mere googling! Analysis and creative use of content

Gold: A-level standard tasks. These will cover a range of skills, from linguistics to academic writing

We'd like you to bring your investigation(s) to enrolment in August, but if you'd like to get in touch about the project, get some feedback or find out more about the course, please email Helen Richards at hri@woking.ac.uk

Happy investigating!

Latin Language: Unseen Translations

In this unit we work towards reading unseen passages from Livy (who writes in prose) and Ovid (who writes in verse). Here are your tasks:

Download Duolingo and have a go at the Latin course (https://www.duolingo.com/).
If you like this as a learning tool, there are plenty of other languages to try! Building up your broader linguistic knowledge can be mutually beneficial, especially if you learn Romance languages which are derived from Latin (Italian, French, Spanish, Portuguese and Romanian).

Fair warning – the contents of this next task contains sexual and violent stories.
Read through the contents page of Ovid's *Metamorphoses* and pick three episodes to read in full (https://www.poetryintranslation.com/PITBR/Latin/Metamorph.php). Turn this into a reproduction of the content, and be as creative as you like – you could make a storyboard, rewrite the stories in your own words, recreate the story as a dramatic script, it's up to you!

Research our unseen prose author, Livy, and our unseen verse author, Ovid. Create a summary of their lives (either as a timeline, fact-file or bullet points) and write a 500 word piece explaining which author's work you expect to enjoy more.

Have a go at some translations! In Appendix 1 there is an 'AS' standard prose unseen, and Appendix 2 is close to an A-level standard verse unseen. See how you get on! You may find the Latin Word Study Tool on Perseus helpful: http://www.perseus.tufts.edu/hopper/morph?l=chartis&la=la
Pop a word that you don't know into the 'search' box on the left, and the machine will give you a translation, as well as giving some linguistic information. Bear in mind that there may be more than one option, so use the context of the passage to help you, and of course use your common sense!

Latin Language: Prose Composition

This unit may be a new skill to you, and can seem challenging at first! Prose composition means translating from English into Latin (as opposed to Latin into English, which I assume you've done a fair bit of already). Work your way through these tasks, and be patient with yourself as this is tricky!

Review your grammar notes from GCSE, and condense them down in a new format. Aim to break them down into their simplest form, and ensure that you are really confident with basic noun endings for declensions 1-3, and standard verb endings in the active and passive.

Using the OCR GSCE vocabulary (a list can be found here:) create a way of learning and testing words from English into Latin – you could use flash cards, kahoots, quizlet, it's up to you!

For each of the sentences in Appendix 3, annotate the following:
For nouns, pronouns and adjectives:
- Case (nominative, accusative, etc.)
- Number (singular or plural)
- Gender (masculine, feminine or neuter)
For verbs:
- Person (first, second or third)
- Number (singular or plural)
- Tense (present, imperfect, etc.)
- Voice (active or passive)

You may find it useful to create a colour-coded or short-hand system (e.g. nominatives highlighted in red, accusatives in yellow, etc.; underline verbs, write 'pres' for present tense, 'impf' for imperfect, A for active, P for passive, etc.)

Have a go at translating some or all of the sentences in Appendix 3. Make sure you have done the prepatory steps outline above, and pop your verbs at the end of their clauses for a naturalistic Latin word order.

Do you think there is any point in learning to write in Latin? Make a mind-map of your thoughts.

Latin Literature: Virgil's Aeneid

We will be reading small extracts from Virgil's *Aeneid*, but the fuller the picture you have of the context and content of the poem as a whole, the better your analysis will be.

Who was Virgil? Create either a fact-file, summary or timeline of Virgil's lifetime.
The following links will help your research:
https://www.britannica.com/biography/Virgil
https://www.poetryfoundation.org/poets/virgil
https://www.ancient.eu/virgil/
https://www.cliffsnotes.com/literature/a/aeneid/virgil-biography

Create a summary of the plot of the *Aeneid*. Use these links to get an overview, and record your summary in whatever format you wish.
https://www.youtube.com/watch?v=QRruBVFXjnY
https://www.cliffsnotes.com/literature/a/aeneid/summary-and-analysis/book-i

Much of Virgil's work is interested in promoting Augustan values. Copy and complete this table:

Roman value	What does it mean?	Is this value still relevant today?
pietas		
clementia		
iustitia		
virtus		

Write a 500 word essay on the challenges of translating poetry. You may want to consider:
Why is poetry considered harder to translate well than prose?
How much meaning is lost in translation?
Should a translator be more concerned with the original author's intended meaning, or the ability of their audience to engage with the text?

Latin Literature: Cicero's Political Speeches

We'll be looking at extracts from Cicero's speeches, but as with our verse literature the more you know about the wider context of Cicero's life and career, the better placed you will be to make firm analyses and judgments.

Research Cicero's life and career, and make a summary (either a timeline or a set of notes)
You may find these helpful:
https://www.britannica.com/biography/Cicero
https://www.youtube.com/watch?v=7sPTuqfGvVE
http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Cicero*.html

Create a beginner's guide to the Roman Republic. You should include a brief entry on each of the following:
1. Social classes
- Patricians
- Equestrians
- Plebeians
2. Cursus honorum
Describe each of the offices. You may find this helpful:
http://www.vroma.org/~bmcmanus/cursus.html
3. Successes and failures in the system

If Cicero were alive here today, which political party would be campaign for and why? Write a 500-750 word essay explaining your choice.

Is rhetoric good or bad in a democracy? Create a mindmap or a 500 word essay.
Although it is Greek rather than Roman, you may find Plato's analogies of the ship (https://www.youtube.com/watch?v=UQIsb_2i-GU) and the beast (https://www.youtube.com/watch?v=xsw4oP-aNec and https://thesiseleven.wordpress.com/philosophy/platos-republic/simile-of-the-wild-and-dangerous-animal/ interesting, and we know that Cicero studied and wrote philosophy as well as rhetoric.

Hortensius at Abdera

*The citizens of Abdera try to save their city from the greedy
Roman praetor, Hortensius.*

Hortensius now fell into disgrace.

Hortensius, praetor Romanus, qui bellum in Graecia[1] gerebat, ad op-
pidum Abdera[2] advenit. ibi, praedam quaerens, centum milia denariorum[3]
plurimumque frumentum a civibus poposcit. cives, cum tantam pecuniam
non haberent, ab eo petiverunt ut sibi permitteretur ut legatos de ea re ad
consulem Hostilium,[4] qui in Graecia[1] quoque esset, et Romam mitterent.
qui simulatque ad consulem pervenerunt, audiverunt oppidum suum
captum, principes occisos, ceteros venditos esse. tum legati Abderitae[5]
Romam ad senatum venerunt lacrimantes. querebantur oppidum suum ab
Hortensio praetore sine iusta causa expugnatum[6] ac direptum[7] esse. haec
res indigna[8] senatoribus visa est. decreverunt[9] Abderitas,[5] qui iam servi
essent, liberandos esse oppidumque restituendum esse.[10] duo legati missi
sunt qui haec facerent. iisdem mandatum est ut et Hostilio[4] consuli et
Hortensio praetori nuntiarent senatum decrevisse[9] iniustum[11] bellum con-
tra Abderitas[5] gestum esse; omnes cives qui adhuc vivi essent in
libertatem restituendos esse.[10]

Livy, 43.4 (adapted)

[1]*Graecia, -ae* f.	Greece
[2]*Abdera, -orum* n. pl.	Abdera (a town in Greece)
[3]*denarius, -i* m.	denarius (a unit of currency)
[4]*Hostilius, -i* m.	Hostilius
[5]*Abderita, -ae* m.	(a man) of Abdera
[6]*expugno, expugnare, expugnavi, expugnatus*	I take by storm, conquer
[7]*diripio, diripere, diripui, direptus*	I loot, plunder
[8]*indignus, -a, -um*	unjustified
[9]*decerno, decernere, decrevi, decretus*	I decree, propose
[10]*restituo, restituere, restitui, restitutus*	I restore
[11]*iniustus, -a, -um*	unjust

78. Baucis and Philemon welcome two divine guests, and prepare a meal for them

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Baucis anus parilique aetate Philemon
Illa sunt annis iuncti iuvenalibus, illa
Consenuere casa paupertatemque fatendo
Effecere levem nec iniqua mente ferendo.
Nec refert, dominos illic famulosne requiras:　　5
Tota domus duo sunt, idem parentque iubentque.
Ergo ubi caelicolae parcos tetigere penates
Submissoque humiles intrarunt vertice postes,
Membra senex posito iussit relevare sedili,
Quo superiniecit textum rude sedula Baucis,　　10
Inque foco tepidum cinerem dimovit et ignes
Suscitat hesternos foliisque et cortice sicco
Nutrit et ad flammas anima producit anili
Multifidasque faces ramaliaque arida tecto
Detulit et minuit parvoque admovit aeno,　　15
Quodque suus coniunx riguo collegerat horto,
Truncat holus foliis; furca levat ille bicorni
Sordida terga suis nigro pendentia tigno
Servatoque diu resecat de tergore partem
Exiguam sectamque domat ferventibus undis.　　20

(Ovid, *Met.* viii. 631)

holus—a cabbage
tignum—a beam

Jupiter and Mercury decided to visit the earth in disguise, to see who of mortals were truly good. Only an old couple, Baucis and Philemon, offered hospitality to the unknown visitors in their humble cottage. The story continues that as a reward for their virtue they were allowed to die together, and were simultaneously turned into trees.

4. *nec iniqua* = *et non-iniqua, non* going closely with *iniqua*.
5. *requiras.* 'utrum' must be understood, introducing the subordinate clause. This method of asking a double question is not uncommon.
18. *sordidus.* I.e. smoke-blackened.
20. *domat . . . undis.* I.e. he boils it.

1. We have a good plan.

2. The slaves were working in the garden.

3. I immediately decided to seek help.

4. I was afraid of the master's son.

5. The gods and goddesses are silent.

6. I sailed to my homeland at last.

7. We hurried out of the wood.

8. They were building the temple for many years.

9. We often overcome danger.

10. The girl sent a letter.

11. Why do you not have a sword?

12. They greeted the happy girl.

13. I was not able to run.

14. The woman's husband is a sailor.

15. The boys were shouting in the street.