



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 21 Syllabus

LATIN

2025

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what candidates should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way candidates will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

What is the subject? Give a general definition.

The study of **Latin** provides a foundation in linguistic and cultural competence, enabling candidates to gain knowledge and understanding of the classical era through reading and responding to its language and literature.

What does a study of the subject entail?

This subject is based on eight learning outcomes. All outcomes are distributed amongst the five subject foci having a number of criteria covering level 1, 2 and 3. SEC Latin as a classical language entails the development of the ability to understand and enrich language skills and competences. It also requires candidates to identify aspects of content and culture according to the text studied. By the end of the course, candidates are required to sit for two controlled papers.

How is the subject related to candidates' lives, to Malta, and/or to the world?

This subject provides a suitable foundation for the study of classical Latin. It furthers knowledge on classical literature and culture.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. form a sound basis of skills, language, and attitudes required for further study;
2. develop knowledge of basic vocabulary, grammar and syntax in order to read, understand Latin;
3. develop language skills to summarise a set text;
4. develop language skills to translate original texts from English to Latin and from Latin to English;
5. develop knowledge and understanding of Latin literature through the study of original texts;
6. identify and analyse evidence to draw informed conclusions from the literature studied;
7. outline culture and civilisation concepts of Classical Rome.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1. use different vocabulary according to tense and declension;
- LO 2. write sentences in the correct syntax to convey meaning;
- LO 3. understand, retrieve and select information to summarise a text;
- LO 4. understand and translate a text using appropriate semantics and syntax;
- LO 5. demonstrate knowledge and understanding of Latin poetry;
- LO 6. demonstrate knowledge and understanding of Latin prose;
- LO 7. analyse, evaluate and respond to Latin literature;
- LO 8. show basic cultural knowledge on Classical Rome.

List of Subject Foci

- 1. Grammar;
- 2. Writing;
- 3. Literature;
- 4. Analysis;
- 5. Culture.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **LATIN** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in English Language. (Level 1 being the lowest and level 3 the highest).

Level 1

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus:	Grammar
Learning Outcome 1:	I can use different vocabulary according to tense and declension.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1a I can, with support, write a limited range of verbs in the present/future/imperfect/perfect/future perfect and pluperfect Active and Passive Indicative.	1.2a I can write all parts of regular and irregular verbs, including deponent verbs.	1.3a I can, write all parts of regular and irregular verbs, including deponent, semi-deponent and defective verbs, and common compounds. e.g. 'transeo = trans + eo'.
1.1b I can, with support, write a limited range of irregular verbs in the Indicative, namely 'sum', 'possum', 'fero', 'eo', and 'volo'.	1.2b I can write a good range of nouns from all five declensions, including irregular nouns.	1.3b I can write a good range of nouns from all five declensions, including irregular nouns and the Greek declensions.
1.1c I can, with support, write a limited range of nouns from all five declensions.	1.2c I can write a good range of adjectives (1st, 2nd and 3rd declensions) in the correct gender, number, and case.	1.3c I can write a wide range of adjectives (1st, 2nd and 3rd declensions) in the correct gender, number, and case.
1.1d I can, with support, write a limited range of adverbs.	1.2d I can compare all regular examples, including those in '-ilis'.	1.3d I can compare all regular examples, including those in '-ilis', and irregular adjectives.
1.1e I can, with support, write a limited range of adjectives (1st and 2nd declension) in the correct gender, number, and case.	1.2e I can write all adverbial equivalents of regular adjectives.	1.3e I can write all adverbial equivalents of regular adjectives and the irregular adjectives.
1.1f I can, with support, write the cardinal numbers 1 to 100, 500, 1000; ordinal 1st to 10th.	1.2f I can write the cardinal numbers 1 to 100, 500, 1000; ordinal 1st to 10th.	1.3f I can identify Roman numerals.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1g I can, with support, write a limited range of prepositions.	1.2g I can identify pronouns used in a set text, namely: personal, reflexive, possessive, demonstrative, definitive, intensive, relative, interrogative, indefinite and pronominal.	1.3g I can express pronouns namely: personal, reflexive, possessive, demonstrative, definitive, intensive, relative, interrogative, indefinite and pronominal.
	1.2h I can write prepositions, distinguishing between those followed by the accusative, the ablative, and the accusative or ablative.	

Subject Focus:	Grammar
Learning Outcome 2:	I can write sentences in the correct syntax to convey meaning.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a I can, with support, identify cases in simple sentences. e.g. nominative, accusative.	2.2a I can use cases in basic sentences, distinguishing between ablatives of agent and instrument, using verbs followed by the dative and ablative, using the partitive genitive, and the ablative absolute.	2.3a I can use cases in complex sentences, distinguishing between ablatives of agent and instrument, using verbs followed by the dative and ablative, using the partitive genitive, and the ablative absolute.
2.1b I can, with support, identify prepositions in simple sentences. e.g. places, time	2.2b I can use expression of place, time, space, price and value.	
2.1c I can, with support, identify direct statements, questions and commands.	2.2c I can identify direct statements, direct questions, including 'ne', 'nonne' and 'num' and direct commands (2nd person) and prohibitions using 'noli' and 'nolite'.	2.3c I can use direct statements, direct questions, including 'ne', 'nonne' and 'num' and interrogative pronouns, adjectives and adverbs, direct commands (2nd person) and prohibitions using 'noli' and 'nolite'.
2.1d I can, with support, identify indirect statements, questions and commands.	2.2d I can identify indirect statements.	2.3d I can use indirect statements, indirect questions, and indirect commands with 'ut' and 'ne'.
2.1e I can, with support, identify clauses in simple sentences. e.g. consecutive, final, causal	2.2e I can use clauses in complex sentences, namely: final, consecutive, fearing, causal with indicative, temporal with indicative, concessive with indicative, conditional with indicative, comparison clauses with indicative.	2.3e I can use clauses in complex sentences, namely: final, consecutive, fearing, causal with indicative and subjunctive, temporal with indicative and subjunctive, concessive with indicative and subjunctive, conditional with indicative and subjunctive, comparison clauses with indicative.
2.1f I can, with support, identify conjunctions in simple sentences.	2.2f I can use common impersonal verbs.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
		2.3g I can identify the gerund and gerundive.

Subject Focus:	Writing
Learning Outcome 3:	I can understand, retrieve and select information to summarise a text;

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a I can identify the main topic/theme of a simple text.	3.2a I can identify the main topics/themes of a complex text.	3.3a I can identify the sub topics/themes of a complex text.
3.1b I can, with support, identify the important points in a simple text.	3.2b I can identify the important points in a basic text.	3.3b I can identify the important points in a complex text.
3.1c I can, with support, identify the least important points in a simple text.	3.2c I can identify the least important points in a basic text.	3.3c I can identify the least important points in a complex text.
3.1d I can, with support, write basic vocabulary related to the set text.	3.2d I can write a limited range of vocabulary related to the set text.	3.3d I can write a good range of vocabulary related to the set text.

Subject Focus:	Writing
Learning Outcome 4:	I can understand and translate a text using appropriate semantics and syntax.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1a I can identify the main topic/theme of a simple original text.	4.2a I can identify the main topics/themes of a complex original text.	4.3a I can identify the sub topics/themes of a complex original text.
4.1b I can rewrite simple sentences accurate to the original meaning. e.g. literal, non-literal translation	4.2b I can rewrite basic sentences accurate to the original meaning. e.g. literal, non-literal translation	4.3b I can rewrite complex sentences accurate to the original meaning. e.g. literal, non-literal translation
	4.2c I can, with support, use the correct grammatical mechanics. e.g. orthography, punctuation, syntax	4.3c I can use the correct grammatical mechanics. e.g. orthography, punctuation, syntax

Subject Focus:	Literature
Learning Outcome 5:	I can demonstrate knowledge and understanding of Latin poetry.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a I can, with support, identify the form used in a set poem.	5.2a I can describe the form and structure used in a set poem.	5.3a I can analyse the form and structure used in a set poem.
5.1b I can, with support, identify the elements of sound in a set poem.	5.2b I can describe the elements of sound in a set poem.	5.3b I can analyse the elements of sound in a set poem.
5.1c I can, with support, name the metre in a set poem.	5.2c I can name the metre in a set poem.	5.3c I can analyse the metre in a set poem. e.g. Simply explaining why the poet is using, for example an elegiac metre.
5.1d I can, with support, identify common literary devices in a set poem. e.g. metaphor, simile, alliteration	5.2d I can identify common literary devices in a set poem. e.g. metaphor, simile, alliteration	

Subject Focus:	Literature
Learning Outcome 6:	I can demonstrate knowledge and understanding of Latin prose.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1a I can, with support, identify the form used in a set prose passage.	6.2a I can describe the form and structure used in a set prose passage.	6.3a I can analyse the form and structure used in a set prose passage.
6.1b I can, with support, identify the elements of sound in a set prose passage.	6.2b I can describe the elements of sound in a set prose passage.	6.3b I can analyse the elements of sound in a set prose passage.
6.1c I can, with support, identify rhythm in a set prose passage.	5.2c I can describe rhythm in a set prose passage.	5.3c I can analyse rhythm in a set prose passage.
6.1d I can, with support, identify common literary devices in a set prose passage. e.g. metaphor, simile, alliteration	6.2d I can identify common literary devices in a set prose passage. e.g. metaphor, simile, alliteration	

Subject Focus:	Analysis
Learning Outcome 7:	I can analyse, evaluate and respond to Latin literature.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1a I can, with support, identify parts of the text to defend a claim I made about the text.	7.2a I can summarise a part or parts of a text to defend a claim I made about the text.	7.3a I can paraphrase as evidence to support a discussion about a text.
7.1b I can, with support, select quotations from a set text to support my answer.	7.2b I can comment about the set text by using some supporting evidence. e.g. quotations	7.3b I can discuss the set text by using supporting evidence e.g. paraphrases
7.1c I can, with support, identify the effect/s generated by literary devices adopted in a set text.	7.2c I can analyse the effect/s generated by literary devices adopted in a set text.	7.3c I can evaluate the effect/s generated by literary devices adopted in a set text.
7.1d I can, with support, identify different meanings of specific words.	7.2d I can analyse different meanings of specific words.	7.3d I can evaluate different meanings of specific words.

Subject Focus:	Culture
Learning Outcome 8:	I can show basic cultural knowledge on Classical Rome.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a I can, with support, identify the cultural and social context of a set text.	8.2a I can respond to the cultural and social context of a set text.	8.3a I can discuss the cultural and social context of a set text.
8.1b I can, with support, identify cultural aspects through literature. e.g. social practices, values	8.2b I can analyse cultural aspects through literature. e.g. social practices, values	8.3b I can evaluate cultural aspects through literature. e.g. social practices, values

Scheme of Assessment

Private Candidates

Private candidates shall be assessed by means of two controlled assessments.

Controlled Paper 1: 30% of the total marks. All eight Learning Outcomes are addressed in this controlled paper. It is set at the end of the programme and is differentiated between three levels 1, 2 and 3.

Controlled Paper 2: 70% of the total marks. All eight Learning Outcomes are addressed in this controlled paper. It is set at the end of the programme and is differentiated between two tiers:

- a. levels 1 and 2;
- b. levels 2 and 3.

Controlled Paper 1 (Level 1-2-3): This paper will consist of two sections A and B. Candidates must attempt both sections.

Section A (50 marks): A prescribed verse text. Passages are set and questions asked on them to test candidates' understanding of context, subject-matter, and simple grammatical and literary points. Candidates may be asked to translate parts of the set passages.

Section B (50 marks): A prescribed prose text, candidates' knowledge of which will be tested as in Section A.

Controlled Paper 2 (Level 1-2):

Candidates will be asked to answer Questions 1, 2 and either 3 or 4 (three questions in all) from the following:

- (a) an easy and short Latin prose passage with easy translation into English (30 marks)
- (b) an easy and short Latin prose passage with easy questions to test comprehension (30 marks)
- (c) another easy and short Latin prose or verse passage for translation into English (40 marks)
- (d) a choice of eight of ten simple English sentences for translation into Latin (40 marks)

Controlled Paper 2 (Level 2-3):

Candidates will be asked to answer Questions 1, 2 and either 3 or 4 (three questions in all) from the following:

- (a) a short Latin prose passage for translation into English (30 marks)
- (b) a Latin prose passage with questions to test comprehension (30 marks)
- (c) another short but more difficult Latin prose passage, or a verse passage for translation into English (40 marks)
- (d) a choice of eight of ten English sentences for translation into Latin (40 marks)

Appendix

Set Texts for SEC Latin 2025 syllabus:

Prose – Cicero: Select Letters by D.R. Shackleton Bailey – C.U.P. 1998, ISBN 0 521 295246 paper, Letters 1-25

Verse - Virgil: Selections from Aeneid IV by J.V. Muir - C.U.P. 1994, ISBN 0 521 21581 1 limp Lines 1 to 361 in Latin, the rest in English.