



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 21 Syllabus

LATIN

2029

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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 Latin. (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.
Paper I and Paper II	

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.
Paper I and Paper II	

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.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1f I can, with support, identify conjunctions in simple sentences.	2.2f I can use common impersonal verbs.	
		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;
Paper I and Paper II	

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.
Paper I and Paper II	

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.
Paper I and Paper II	

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.

Paper I and Paper II

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.	6.2c I can describe rhythm in a set prose passage.	6.3c 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.
Paper I and Paper II	

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.
Paper I and Paper II	

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 I: 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 II: 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. level 1 and 2;
- b. level 2 and 3.

Controlled Paper I (Level 1-2-3): This paper will consist of 4 sections as indicated in Appendix 1. (60 marks)

Controlled Paper II (Level 1-2): This paper will consist of 2 sections as indicated in Appendix 2. (100 marks)

Controlled Paper II (Level 2-3): This paper will consist of 2 sections as indicated in Appendix 2. (100 marks)

Appendices

Appendix 1: CONTROLLED ASSESSMENT: Paper I

Component	Level 1-2-3
LANGUAGE 60 marks (30% of global mark)	The paper comprises 4 sections: 1. Easy Comprehension. The grammar cannot go beyond the list included in Assessment Criteria Level 1 & 2. (10% of global mark) 2. Harder Comprehension. One of the questions must be a translation. The grammar is all the material included in Assessment Criteria Level 1,2 & 3. (10% of global mark) 3. Language Use – Cloze Passage. The difficulty of the chosen passage must be gauged at Level 1-2. (5% of global mark) 4. Free Writing – Candidates are invited to write a paragraph of 45-55 words on a given topic. Not less than 9 and not more 15 words are to be given in Latin as a vocabulary aid. (5% of global mark)

Appendix 2: CONTROLLED ASSESSMENT: Paper II

Component	Level 1-2	Level 2-3
LITERATURE 100 marks (70% of global mark)	The paper comprises 4 sections: 2 Prose gobbets and 2 Poetry gobbets. - Therefore, each gobbet is 17.5% of the global mark. - The gobbets have to be from different authors. - The literature included for Level 1-2 is automatically included for Level 2-3. However, with regard to paper Level 1-2 questions cannot go beyond the list of material specified in Assessment Criteria Level 1 & 2.	The paper comprises 4 sections: 2 Prose gobbets and 2 Poetry gobbets. - Therefore, each gobbet is 17.5% of the global mark. - The gobbets have to be from different authors. - The literature included for Level 1-2 is automatically included for Level 2-3. However, with regard to paper Level 1-2 questions cannot go beyond the list of material specified in Assessment Criteria Level 1 & 2.
	Literature passages for Level 1-2:	Literature passages for Level 2-3:
	Prose Cicero <i>Concern for the Health of a Former Slave</i> (Ad Familiares XVI, 4, 1-3) Pliny the Younger <i>Convalescence of a Sick Slave</i> (5, 19)	Prose Cicero <i>Concern for the Health of a Former Slave</i> (Ad Familiares XVI, 4, 1-3) Pliny the Younger <i>Convalescence of a Sick Slave</i> (5, 19) Cicero <i>An Orator Defies Death</i> (Philippic II, 118-end) Petronius <i>The Werewolf</i> (Satyricon 61-62)
	Poetry Catullus <i>It is all over</i> (8) Vergil <i>Aeneas and Turnus I</i> (Aen. XII, 746-790)	Poetry Catullus <i>It is all over</i> (8) Vergil <i>Aeneas and Turnus I</i> (Aen. XII, 746-790) Vergil <i>Aeneas and Turnus II</i> (Aen. XII, 887-952) Horace <i>Make the most of your Youth</i> (Odes I, 9)

Appendix 3**Prose: Level 1–2 & 2–3****Cicero** *Concern for the Health of a Former Slave* (*Ad Familiares* XVI, 4, 1-3)

TVLLIUS TIRONI SVO S. P. D. ET CICERO ET Q. FRATER ET Q. F.

Varie sum adfectus tuis litteris, valde priore pagina perturbatus, paulum altera recreatus. qua re nunc quidem non dubito quin, quoad plane valeas, te neque navigationi neque viae committas. satis te mature videro, si plane confirmatum videro. de medico et tu bene existimari scribis et ego sic audio; sed plane curationes eius non probo; ius enim dandum tibi non fuit, quom κακοστόμαχος esses. sed tamen et ad illum scripsi accurate et ad Lysonem. ad Curium vero, suavissimum hominem et summi officii summaeque humanitatis, multa scripsi, in his etiam ut, si tibi videretur, te ad se traferret; Lyso enim noster vereor ne neglegentior sit, primum quia omnes Graeci, deinde quod, cum a me litteras accepisset, mihi nullas remisit. sed eum tu laudas; tu igitur quid faciendum sit iudicabis. illud, mi Tiro, te rogo sumptu ne parcas ulla in re, quod ad valetudinem opus sit. scripsi ad Curium quod dixisses daret. medico ipsi puto aliquid dandum esse, quo sit studiosior. innumerabilia tua sunt in me officia domestica, forensia, urbana, provincialia, in re privata, in publica, in studiis, in litteris nostris; omnia viceris, si, ut spero, te validum videro. ego puto te bellissime, si recte erit, cum quaestore Mescinio decursurum. non inhumanus est teque, ut mihi visus est, diligit. et cum valetudini tuae diligentissime consulueris, tum, mi Tiro, consulito navigationi. nulla in re iam te festinare volo; nihil laboro, nisi ut salvus sis.

Pliny the Younger *Convalescence of a Sick Slave* (5, 19)

C. PLINIUS VALERIO PAVLINO SVO S.

Video quam molliter tuos habeas; quo simplicius tibi confitebor, qua indulgentia meos tractem. Est mihi semper in animo hoc nostrum 'pater familiae'. quod si essem natura asperior et durior, frangeret me tamen infirmitas liberti mei Zosimi, cui tanto maior humanitas exhibenda est, quanto nunc illa magis eget. homo probus officiosus litteratus; et ars quidem eius et quasi inscriptio comoedus, in qua plurimum facit. nam pronuntiat acriter sapienter apte decenter etiam; utitur et cithara perite, ultra quam comoedo necesse est. idem tam commode orationes et historias et carmina legit, ut hoc solum didicisse videatur. haec tibi sedulo exposui, quo magis scires, quam multa unus mihi et quam iucunda ministeria praestaret. accedit longa iam caritas hominis, quam ipsa pericula auxerunt. est enim ita natura comparatum, ut nihil aequè amorem incitet et accendat quam carendi metus; quem ego pro hoc non semel patior. nam ante aliquot annos, dum intente instanterque pronuntiat, sanguinem reiecit atque ob hoc in Aegyptum missus a me post longam peregrinationem confirmatus rediit nuper; deinde dum per continuos dies nimis imperat voci, veteris infirmitatis tussicula admonitus rursus sanguinem reddidit. qua ex causa destinavi eum mittere in praedia tua, quae Foro Iulii possides. audiavi enim te saepe referentem esse ibi et aera salubrem et lac eiusmodi curationibus accommodatissimum. rogo ergo scribas tuis, ut illi villa, ut domus pateat, offerant etiam sumptibus eius, si quid opus erit. erit autem opus modico; est enim tam parcus et continens, ut non solum delicias verum etiam necessitates valetudinis frugalitate restringat. ego proficiscenti tantum viatici dabo, quantum sufficiat eunti in tua. vale.

Prose: Level 2–3**Cicero *An Orator Defies Death* (Philippic II, 118-end)**

Resipice, quaeso, aliquando; rem publicam, M. Antoni, quibus ortus sis, non quibuscum vivas, considera: mecum, ut voles: redi cum re publica in gratiam. sed de te tu videris; ego de me ipse profitebor. defendi rem publicam adulescens, non deseram senex: contempsisti Catilinae gladios, non pertimescam tuos. quin etiam corpus libenter obtulerim, si repraesentari morte mea libertas civitatis potest, ut aliquando dolor populi Romani pariat, quod iam diu parturit! etenim, si abhinc annos prope viginti hoc ipso in templo negavi posse mortem immaturam esse consulari, quanto verius non negabo seni? mihi vero, patres conscripti, iam etiam optanda mors est perfuncto rebus iis, quas adeptus sum quasque gessi. duo modo haec opto, unum ut moriens populum Romanum liberum relinquam – hoc mihi maius ad dis immortalibus dari nihil potest – alterum, ut ita cuique eveniat, ut de re publica quisque mereatur.

Petronius *The Werewolf* (Satyricon 61, 6-62, 14)

cum adhuc servirem, habitabamus in Vico Angusto; nunc Gavillae domus est. ibi, quomodo dii volunt, amare coepi uxorem Terentii coponis: noveratis Melissam Tarentinam, pulcherrimum bacciballum. si quid ab illa petii, nunquam mihi negatum; fecit assem, semissem habui; quidquid habui, in illius sinum demandavi, nec unquam fefellit sum. huius contubernalis ad villam supremum diem obiit. itaque per scutum, per ocream, egi, aginavi, quemadmodum ad illam pervenirem; scitis autem, amici apparent.

Forte dominus Capuae exierat ad scruta scita expedienda. nactus ego occasionem persuadeo hospitem nostrum ut mecum ad quintum miliarium veniat. erat autem miles, fortis tanquam Orcus. apoculamur nos circa gallicinia; luna lucebat tanquam meridie. venimus inter monimenta; homo meus coepit ad stelas facere; sedeo ego cantabundus et stelas numero. deinde ut respexi ad comitem, ille exiit se et omnia vestimenta secundum viam posuit. mihi anima in naso esse; stabam tanquam mortuus. at ille circumminxit vestimenta sua, et subito lupo factus est. nolite me iocari putare; ut mentiar, nullius patrimonium tanti facio. sed, quod coeperam dicere, postquam lupo factus est, ululare coepit et in silvas fugit. ego primitus nesciebam ubi essem; deinde accessi, ut vestimenta eius tollerem: illa autem lapidea facta sunt.

Qui mori timore nisi ego? gladium tamen strinxi et in tota via umbras cecidi, donec ad villam amicae meae pervenirem. ut larva intravi, paene animam ebullivi, sudor mihi per bifurcum volabat, vix umquam refectus sum. Melissa mea mirari coepit, quod tam sero ambularem, et 'si ante' inquit 'venisses, saltem nobis adiutasses; lupo enim villam intravit et omnia pecora perculit; tamquam lanius sanguinem illis misit. nec tamen derisit, etiam si fugit; servus enim noster lancea collum eius traiecit.' haec ut audivi, operire oculos amplius non potui, sed luce clara Gaii nostri domum fugi tamquam caupo compilatus, et postquam veni in illum locum, in quo lapidea vestimenta erant facta, nihil inveni nisi sanguinem. ut vero domum veni, iacebat miles meus in lecto tamquam bovis, et collum illius medicus curabat. intellexi illum versipellem esse, nec postea cum illo panem gustare potui, non si me occidisses. viderint quid de hoc alii exopinissent; ego si mentior, genios vestros iratos habeam.

Poetry: Level 1–2 & 2–3**Catullus** *It is all over* (8)

Miser Catulle, desinas ineptire, et quod vides perisse perditum ducas. fulsere quondam candidi tibi soles, cum ventitabas quo puella ducebat amata nobis quantum amabitur nulla.	5
ibi illa multa cum iocosa fiebant, quae tu volebas nec puella nolebat, fulsere vere candidi tibi soles. nunc iam illa non vult: tu quoque impotens noli, nec quae fugit sectare, nec miser vive,	10
sed obstinata mente perfer, obdura. vale puella. iam Catullus obdurat, nec te requiret nec rogabit invitam. at tu dolebis, cum rogaberis nulla. scelestas, vae te, quae tibi manet vita?	15
quis nunc te adibit? cui videberis bella? quem nunc amabis? cuius esse diceris? at tu, Catulle, destinatus obdura.	

Vergil *Aeneas and Turnus* (Aen. XII, 746-790)

Nec minus Aeneas, quamquam tardata sagitta interdum genua impediunt cursumque recusant, insequitur trepidique pedem pede fervidus urget: inclusum veluti si quando flumine nactus cervum aut puniceae saeptum formidine pennae	750
venator cursu canis et latratibus instat; ille autem, insidiis et ripa territus alta, mille fugit refugitque vias, at vividus Umber haeret hians, iam iamque tenet similisque tenenti increpuit malis morsuque elusus inani est.	755
tum vero exoritur clamor ripaeque lacusque responsant circa et caelum tonat omne tumultu. ille simul fugiens Rutulos simul increpat omnes nomine quemque vocans notumque efflagitat ense. Aeneas mortem contra praesensque minatur	760
exitium, si quisquam adeat, terretque trementes	

excisurum urbem minitans et saucius instat.
 quinque orbis explent cursu totidemque retexunt
 huc illuc; neque enim levia aut ludicra petuntur
 praemia, sed Turni de vita et sanguine certant. 765

Forte sacer Fauno foliis oleaster amaris
 hic steterat, nautis olim venerabile lignum,
 servati ex undis ubi figere dona solebant
 Laurenti divo et votas suspendere vestis;
 sed stirpem Teucris nullo discrimine sacrum 770
 sustulerant, puro ut possent concurrere campo.

hic hasta Aeneae stabat, huc impetus illam
 detulerat, fixam et lenta radice tenebat.
 incubuit volvitque manu convellere ferrum
 Dardanides, teloque sequi quem prendere cursu 775
 non poterat. tum vero amens formidine Turnus
 'Faune, precor, miserere' inquit 'tuque optima ferrum

Terra tene, colui vestros si semper honores,
 quos contra Aeneadae bello fecere profanos.'
 dixit, opemque dei non cassa in vota vocavit. 780

namque diu luctans lentoque in stirpe moratus
 viribus haud ullis valuit discludere morsus
 roboris Aeneas. dum nititur acer et instat,
 rursus in aurigae faciem mutata Metisci
 procurrit fratrique ensem dea Daunia reddit. 785

quod Venus audaci nymphae indignata licere
 accessit telumque alta ab radice revellit.
 olli sublimes armis animisque relecti,
 hic gladio fidens, hic acer et arduus hasta,
 adsistunt contra certamina Martis anheli. 790

Poetry: Level 2–3

Vergil *Aeneas and Turnus* (Aen. XII, 887-952)

Aeneas instat contra telumque coruscat ingens arboreum, et saevo sic pectore fatur: 'quae nunc deinde mora est? aut quid iam, Turne, retractas? non cursu, saevis certandum est comminus armis.	890
verte omnes tete in facies et contrahe quidquid sive animis sive arte vales; opta ardua pennis astra sequi clausumve cava te condere terra.' ille caput quassans: 'non me tua fervida terrent dicta, ferox; di me terrent et Iuppiter hostis.'	895
nec plura effatus saxum circumspicit ingens, saxum antiquum ingens, campo quod forte iacebat, limes agro positus, litem ut discerneret arvis. vix illum lecti bis sex cervice subirent, qualia nunc hominum producit corpora tellus;	900
ille manu raptum trepida torquebat in hostem altior insurgens et cursu concitus heros. sed neque currentem se nec cognoscit euntem tollentemve manu saxumve immane moventem; genua labant, gelidus concrevit frigore sanguis.	905
tum lapis ipse viri, vacuum per inane volutus nec spatium evasit totum neque pertulit ictum. ac velut in somnis, oculos ubi languida pressit nocte quies, nequiquam avidos extendere cursus velle videmur et in mediis conatibus aegri	910
succidimus; non lingua valet, non corpore notae sufficiunt vires nec vox aut verba sequuntur: sic Turno, quacumque viam virtute petivit, successum dea dira negat. tum pectore sensus vertuntur varii; Rutulos aspectat et urbem	915
cunctaturque metu letumque instare tremescit, nec quo se eripiat, nec qua vi tendat in hostem, nec currus usquam videt aurigamve sororem.	

Cunctanti telum Aeneas fatale coruscat,	
sortitus fortunam oculis, et corpore toto	920
eminus intorquet. murali concita numquam	
tormento sic saxa fremunt nec fulmine tanti	
dissultant crepitus. volat atri turbinis instar	
exitium dirum hasta ferens, orasque recludit	
loricae et clipei extremos septemplicis orbis.	925
per medium stridens transit femur. incidit ictus	
ingens ad terram duplicato poplite Turnus.	
consurgunt gemitu Rutuli totusque remugit	
mons circum, et vocem late nemora alta remittunt.	
ille humilis supplexque oculos dextramque precantem	930
protendens 'equidem merui, nec deprecor' inquit;	
'utere sorte tua. miseri te si qua parentis	
tangere cura potest, oro (fuit et tibi talis	
Anchises genitor) Dauni miserere senectae	
et me, seu corpus spoliatum lumine mavis,	935
redde meis. vicisti et victum tendere palmas	
Ausonii videre; tua est Lavinia coniunx,	
ulterius ne tende odiis.' stetit acer in armis	
Aeneas, volvens oculos, dextramque repressit;	
et iam iamque magis cunctantem flectere sermo	940
coeperat, infelix umero cum apparuit alto	
balteus et notis fulserunt cingula bullis	
Pallantis pueri, victum quem vulnere Turnus	
straverat atque umeris inimicum insigne gerebat.	
ille, oculis postquam saevi monimenta doloris	945
exuviasque hausit, furiis accensus et ira	
terribilis: 'tunc hinc spoliis indute meorum	
eripiare mihi? Pallas te hoc vulnere, Pallas	
immolat et poenam scelerato ex sanguine sumit.'	
hoc dicens ferrum adverso sub pectore condit	950
fervidus; ast illi solvuntur frigore membra,	
vitaque cum gemitu fugit indignata sub umbras.	

Horace *Make the most of your Youth* (Odes I, 9)

Vides ut alta stet nive candidum

Soracte, nec iam sustineant onus

silvae laborantes, geluque

flumina constiterint acuto.

dissolve frigus, ligna super foco

5

large reponens, atque benignius

deprome quadrimum Sabina,

o Thaliarche, merum diota.

permittle divis cetera, qui simul

stravere ventos aequore fervido

10

deproeliantis, nec cupressi

nec veteres agitantur orni.

quid sit futurum cras fuge quaerere et

quem fors dierum cumque dabit lucro

appone, nec dulces amores

sperne puer neque tu choreas.

15

donec virenti canities abest

morosa. nunc et Campus et areae

lenesque sub noctem susurri

composita repetantur hora,

nunc et latentis proditor intimo

20

gratus puellae risus ab angulo

pignusque dereptum lacertis

aut digito male pertinaci.