Example of Key Stage 5 Student Work – Latin

The following gives some examples of the level of work covered in Latin in Years 12 and 13, including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps and respond to the individual feedback they have been given, will make the most progress.

Classwork and Homework

C/W Extended Sequence Perseil Subjunctive Active: -erim, -eris, -erit, -erinus, -eritis, -erint . Put on end og perseit storn. . Coreley vite, guber perseil	27/11/24 Students take pride in their work, including a date and title. Important grammar notes are neat and highlighted. Other notes are included to aid with later tasks and the included to aid with later tasks and tasks and tasks and t
Ait Dimensissem nontissens when you're just Provise monitus essen monitus essens contruinus column 2. 3 travission francissenus touses when you're just travissen monitus essens contruinus travissen travissenus touses when you're just bours essen touses essens travissen touses to touses touses touses to touses to touse touses to touse to tou	in , site, site.) in , site, site.) y the 'be be' b = esse + mile using the blinks the juran we supplied because so many of the grantest of go the sequence of mot gamma specher and man we sitely while the way stead up. I too Impegate subject while says he has not that be age nor on that by go that who were y too the Cuble that the says he has not that the age nor on that by go that who were y too the Cuble that they are not thought it was receasing to depend the about y the one of the says he has not that the age nor on that by go that wheelves. I so the Cuble that they are not thought it was receasing to depend the about y the one of the says depend to thought it was receasing to depend the about y the one of the says are been able of the one by another wheelves. I so the cuble that there depend it to concerted by another wheelves. I so the body of the edged it to concerted by another wheelves. I so the point in the close the edge of the concerted by another wheelves. I so the point in the close the edge of the concerted by any another of the closed of the point in the close the edge of the thought is the same of the closed of t
Students mark their classwork/homework in green pen, making useful notes as they correct. They sometimes will set their own targets and choose follow-up tasks that focus on what they need to work on.	 donger. V S. We asks whether he is the boldest of anyone there, and one hinself, any that he is noteed the most attentive to duty. V Show whether is the bale the divit as a grab for prove, or so that they called to possed its gram Lim - Ling and the serve of attent. 6. We clairs not to take the divit as a grab for prove, or so that they called to possed. its gram Lim - Ling and there is not set in the serve of attent. (19)/25 Crv Eulor He construction, pressil, 3rd, so selected to construct to a subjective, active, pressil, 3rd, so selected to active, pressil, 3rd, so selected to active.

25: Pallas urges Claudius to adopt Nero

C. Antistio M. Suillio consultbus adoptio in <u>Domitium</u> auctoritate <u>Pallantis</u> festinatur, qui obstrictus Agrippinae ut conciliator nuptiarum et mox stupro elus inligatus, stimulabat Claudium consuleret rei publicae, Britannici pueritiam robore circumdaret: sic apud divum Augustum, quamquam nepotibus subnixum, viguisse privignos; a Tiberio super propriam stirpem Germanicum adsumptum: se quoque accingeret iuvene partem curarum capessituro.

In the Consulship of Grams Antistrics and Montus
Suillius the adaption regarding Domitius was rushed
through in the authority of Pallas, who bound to
Agripping as maknmaker of the wedding
marriage and soon boind by adultery with her
NOS pressing Claudius to consider the interests of
the state and strengthen the boyhood of Britanniau
Similarly with the duine Augustus, although he was
relying on his grandsons, his stopsons flaucished ;
Germanius had been adapted by Tibenus ore hu
an offspring; he should also any humielf with
a young man who would take on part of the
cares of administration.

NOTES

AD50 Lucius Domitius Athenobarbus -> Nero Claudius Caesar aristeradi Family Drusus Cremanicus Pallas-Great, bought by Octania. - became one of the riotast man ad a key adviser to Claudius (Norassus/Callistus) Advised o to mean Agr. Nero demost him before his mother ! Then kills humin ba Circumdaret -> We a siege Ag is important, asvae! convert on the structuren between P/A - quisepy Chiasmus - contrasts away to state and family Brit is 9 yrs old. Obstacle to Nero! Chiasmus . Marellus, Agrippe and Thenus .3 hubbards of his dangere Julia. Tiberus resented Augustus for this - not his choice another multary term. Chr- problems?

Students should keep clear notes for the prescribed Literature texts. There should be a translation, style notes, and historical information. The best work for revision will use colour and highlighters.

Marked work

4 When Pompeys addred gar a battle the against Carson the 5 who had been a company Carson 's commander in Goard of	The student has taken pride in their Language work, spacing it out neatly.	
4 persuaded Porpey's army that they and easily arrand casson, "Do not You do not want to think that this army is the		
4 which conquired Gauls and German / In Garl I worker go 3 the battles, E & and I amounte that there wer are inknow	Cauls and German / In Garl I was present gor all op mistakes without giving correct answers which	
A very small part of that army us arecore. Many we billed; 5 vere ea consured by a plague in Italy for many a returned how	feedback in lessons with green pen.	
5 gives that you are seening will not done resist you of whe he said this, he surve that he wild not return to camp 4 victory, and he wiged them to do the same .		
38 [45 Geellert work, Dylan.	A follow up task has been given,	
 instruo Gophin the imperative supersum reliqui = 	specific to this task.	
A diligence grade and mark		

A diligence grade and mark has been given. Where appropriate, teachers will also share a projected grade.

· You have included some strong points and backed up your opinions with backgrind knowledge and some endorce. Convincing conclusion with modern perspective too. T: you do read to use more examples, and are which one as specific as possible knowing the plot is important but you need to shap prease Knowledge. *110 Fur Add in a short introduction, laying out your points in (8) : Insert 3 quotes to essay (8) : Revorte 2nd point in (6) to reflect more Specifically this question 1) Suron uses a variety of Metorical techniques and theney throughout his speech, where he is trying to up the Trejans' trust convince them that the horse is not a threat. Some of the most notable themes include electorate packtories to wrate

anger towards Vlysses. This would been very permasine as it plays in the Trojans own biases, built up or long years or war, to highlight a of between "them", the Greeks, and "us" Trojany of order for sinon to try appear as an ally sharing a common Sinon also prequently regers back ideas or homeland and heritage

Some parties Sinon also prequently regers back sympathy Sinon also prequently regers back importing sometimes his tack thereog is the new Totars, sympathy. For example, he begin and totars, sympathy. For example, he begin in when sime speech tamenting that no lard of the Greek chard no place among the Greeks of when sime posed could take him, and that the Greek chard no place among the Greeks of when sime a place among the Greeks of when a place among the Greeks of the sime of belonging was very culturally reson the long significant to both Greeks and Trojans was present of belonging was very culturally is used to belonging was very culturally is significant to both Greeks and Trojans was present and use of pationymics intead to the import of given nomes - heritage was seen as alling that much a core part of identif, and Sinon's his dray lack of homeland would have been registed and permasive. Further registeres include Sinon's stony about a his "poor gatter" (albeit one contradiced chartly agter when he speaks about her gother's prosperous life in the pingdom), and

A target has been given. Students are expected to complete a follow up task in green pen. For Literature this might ask them to correct or improve their work or extend their understanding and appreciation of the texts.