

Exercise walk-through

4

HL composition · Latin composition with rationale

International Baccalaureate · IB Diploma · Classical Languages · HL

4 Supported focus – Latin composition with rationale

Name: _____ Class: _____ Date: _____ **Total: 10 marks**

KEY WORDS intended effect • translation • rationale • rehearsal
• syntax

Objective

- Write purposeful Latin prose informed by classical models
- Explain linguistic choices and revise for morphology, syntax and intended effect

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

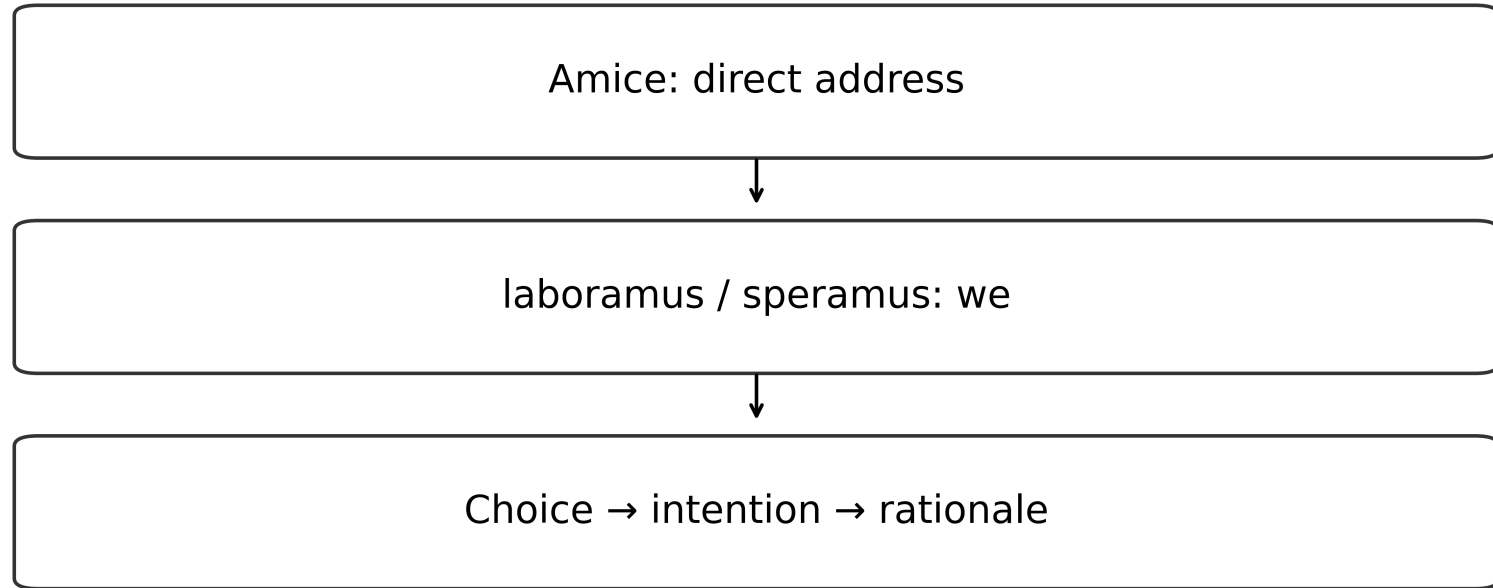
Define audience and intention, then choose constructions you can justify grammatically.

The rationale links selected choices to intentions and researched classical models; it is not a translation of the composition.

For a short original encouragement to a friend, choose simple Latin whose forms you can explain. Vocabulary: amicus = friend; amice = friend (direct address); laboramus = we work; speramus = we hope; hodie = today; cras = tomorrow; semper = always. Model: “Amice, hodie laboramus; cras speramus. Semper laboramus, semper speramus.” Meaning: “Friend, today we work; tomorrow we hope. We always work, we always hope.” Rationale : direct address identifies the audience; first-person plural shares the task; balanced time words and repeated semper connect present effort with continuing hope. This is a short grammar-and-style rehearsal , not an assessed-length composition or

a borrowed ancient passage.





Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Begin with simple clauses whose subjects and verbs agree. Check cases, tense sequence and idiom against trustworthy reference material. Use a model's technique, such as balanced clauses, while creating an original context and wording.

Exercises 2.1·3.1

2.1 What should the rationale explain? Explain using the worked method. [1]

3.1 Write a short original Latin message using the supplied vocabulary to share work and hope with a friend. Explain two purposeful choices and translate the whole message. [3]

Exercises 2.1·3.1

2.1 What should the rationale explain? Explain using the worked method. [1]

2.1 How specific language and stylistic choices achieve the stated intentions. Begin with simple clauses whose subjects and verbs agree. Check cases, tense sequence and idiom against trustworthy reference material. Use a model's technique, such as balanced clauses, while creating an original context and wording.

Correct response linked to the given case.

3.1 Write a short original Latin message using the supplied vocabulary to share work and hope with a friend. Explain two purposeful choices and translate the whole message. [3]

3.1 One possible response: "Amice, hodie laboramus et speramus. Cras laboramus et speramus." Meaning: "Friend, today we work and hope. Tomorrow we work and hope." Amice directly addresses the friend; the plural verbs include writer and friend; the paired clauses connect both actions across two times. Alternative accurate arrangements are acceptable. No ancient provenance is claimed.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence
. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Revise “Amicus, hodie laboramus; cras sperat” to address the friend directly and keep a shared we throughout. Explain both changes. [3]

3.3 What remains necessary before this rehearsal could support assessed HL composition? Distinguish model influence from copying. [3]

Exercises 3.2-3.3

3.2 Revise “Amicus, hodie laboramus; cras sperat” to address the friend directly and keep a shared we throughout. Explain both changes. [3]

3.2 “Amice, hodie laboramus; cras speramus.” Amice is the supplied vocative for direct address; speramus is first-person plural matching the intended we, rather than third-person singular sperat. A different person is possible in another message but changes this intention.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 What remains necessary before this rehearsal could support assessed HL composition? Distinguish model influence from copying. [3]

3.3 Teacher-approved classical models, accurate source references, full-guide task requirements and original sustained composition with a rationale. A model may inform a technique such as parallel clauses, but copying its wording is not original authorship. The short original exercise demonstrates choices and revision only.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.