



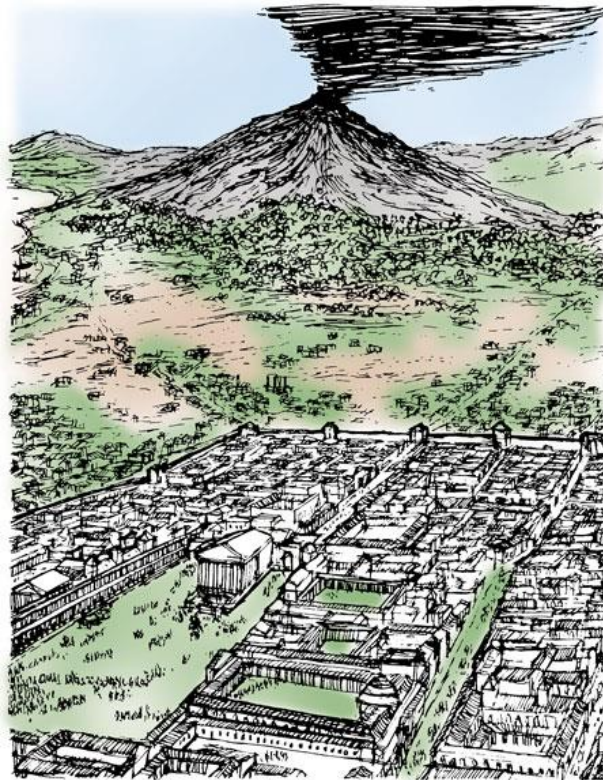
CSCP Support Materials

for
Eduqas GCSE Latin
Component 3A

Latin Literature (Narratives) Pliny, *The Eruption
of Vesuvius*

For examination in 2020 and 2021

Reading the Text



Reading the Text

The text

A short section in the original letter which comes after passage A has been omitted. Otherwise, the text is largely unadapted.

As well as the Latin text of Letter VI:16, there is a complete English translation of Letter VI:20 in which Pliny tells how he and his mother escaped from the effects of the eruption.

Suggestions for reading and teaching

Three key aims are:

- Understanding the meaning of the Latin
- Translating the Latin into correct, natural English
- Literary appreciation

It is often useful to adopt the following approach when introducing students to original literature:

- Read the Latin aloud to emphasise phrasing and stress word groups.
- Study the vocabulary.
- Break up more complex sentences into constituent parts for comprehension and translation.
- Comprehension and linguistic questions.

The storyline of this letter is crucial and it is advisable to maintain a brisk pace and concentrate on establishing the narrative; more detailed exploration of the text should be delayed until students have become more used to the style and language. Most of the text

is straightforward and help has been given in the notes when, for example, Pliny has employed an unusual word order or omitted words such as *est* or *fuit*.

Although a sample translation is provided in the course resources, teachers might want to encourage their students to make their own version after various options have been discussed and evaluated. The first step is a literal translation, then something more polished in natural English that is as close to the structure and vocabulary of the original Latin as possible. Students will soon see that a degree of paraphrase may be required when the Latin does not readily translate into correct and idiomatic English.

A smartboard is useful for marking up or highlighting parts of the text, e.g. split noun/adjective phrases.

About the Teacher's Notes

The prescribed text is broken up into short sections A to H and the notes on each passage are followed by a *Discussion* and *Questions*. The notes focus both on language and content, but also include some comment on style and literary effects. The *Discussion* and *Questions* focus mostly on literary appreciation and interpretation.

Rhetorical and technical terms are used throughout the notes. Some of these may be unfamiliar to teachers new to teaching Latin literature; usually a definition is supplied when the term is first used.

The notes are designed to provide for the needs of a wide spectrum of teachers, from those with limited knowledge of Latin and who are perhaps entirely new to reading Latin literature, to teachers experienced in both language and literature. It is hoped that all will find something of use and interest. Some of the information contained in the notes is for general interest and to satisfy the curiosity of students and teachers. The examination requires knowledge

outside the text only when it is needed in order to understand the text.

Notes on the text

Some of these notes are based on those previously published in *Selections from Pliny's letters Handbook* (Cambridge Latin texts) by M B Fisher and M R Griffin (ISBN 978 0 521 20487 3).