

**GCSE (9-1)**  
*Specification*

# LATIN

J282  
For first assessment in 2018



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## Support and Guidance

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Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

### Subject Specialists

OCR Subject Specialists provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Classics Subject Specialists for specialist advice, guidance and support:

**01223 553998**  
[classics@ocr.org.uk](mailto:classics@ocr.org.uk)  
[@OCR\\_Classics](#)

### Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: [ocr.org.uk/publishing-partners](https://ocr.org.uk/publishing-partners)

### Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)

### An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Assessment Preparation and Analysis Service

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Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.



### Subject Specialist Support

Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials.



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to

[ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)

# 1 Why choose an OCR GCSE (9–1) in Latin?

## 1a. Why choose an OCR qualification?

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Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Latin course has been developed in consultation with teachers, employers and higher education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage

students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ... and much more.
- Access to subject specialists to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers including face-to-face events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Latin is QN601/8124/2.

## 1b. Why choose an OCR GCSE (9–1) in Latin?

OCR's GCSE (9–1) in Latin has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society.

We have updated the traditional, popular structure of the GCSE and have added in increased optionality. This allows learners the new option to study two prose literature components or two verse literature components, as well as the existing popular choice of studying a prose literature component and a verse literature component, or a literature component and the 'Literature and Culture' component.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom. The subject criteria pose challenges not faced before at GCSE, for instance the need to translate short sentences from English into Latin or answer questions on syntax and accidence. The approach that we have taken in this specification will allow teachers and learners to face these challenges with confidence.

We want to ensure that OCR's GCSE (9–1) in Latin engages learners, develops a desire within them to continue learning Latin and helps develop a lifelong enthusiasm for the Classical world.

## Aims and learning outcomes

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OCR's GCSE (9–1) in Latin will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
  - demonstrate knowledge and understanding of the historical, literary and cultural context of a text
  - identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

OCR's GCSE (9–1) in Latin will encourage learners to:

- develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

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### 1c. What are the key features of this specification?

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The key features of OCR's GCSE (9–1) in Latin for you and your learners are:

- the freedom to create the most appropriate and engaging course which plays to the strengths of your learners
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- the study of ancient literature and sources which helps give learners an insight into the life and culture of the ancient world
- the encouragement to help develop and apply critical analytical skills which will help learners in their future study
- it provides solid preparation for those wishing to progress to our AS and A Level Latin qualifications.

## 1d. How do I find out more information?

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If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Find out more?

Ask our subject specialists:

Email: [classics@ocr.org.uk](mailto:classics@ocr.org.uk)

Customer Contact Centre: 01223 553998

Join our Classics community  
<http://social.ocr.org.uk/groups/classics>

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)



## 2 The specification overview

### 2a. OCR's GCSE (9–1) in Latin (J282)

Learners must complete Component 01 and then any **two** from Components 02, 03, 04, 05 and 06 to be awarded OCR's GCSE (9–1) in Latin.

Content Overview	Assessment Overview	
<p style="text-align: center;"><b>Language</b></p> <p>Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax.</p>	<p>Compulsory component:</p> <p style="text-align: center;">J282/01: <b>Language</b></p> <p style="text-align: center;">100 marks 1 hour 30 minutes Written paper</p>	<p style="text-align: center;">This component is worth <b>50%</b> of total GCSE</p>
<p style="text-align: center;"><b>Prose and Verse Literature</b></p> <p>Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.</p> <p style="text-align: center;"><b>Literature and Culture</b></p> <p>Learners study two topics on Roman Civilisation and Culture using the sources in the <i>Prescribed Sources Booklet</i> and answer questions in English on aspects of content, culture, social practices and values.</p>	<p>Optional components – any <b>two</b> of the following <b>five</b>:</p> <p style="text-align: center;">J282/02: <b>Prose Literature A</b></p> <p style="text-align: center;">J282/03: <b>Prose Literature B</b></p> <p style="text-align: center;">J282/04: <b>Verse Literature A</b></p> <p style="text-align: center;">J282/05: <b>Verse Literature B</b></p> <p style="text-align: center;">J282/06: <b>Literature and Culture</b></p> <p style="text-align: center;">50 marks 1 hour Written paper</p>	<p style="text-align: center;">Each component is worth <b>25%</b> of total GCSE</p>

All components include synoptic assessment.

## 2b. Content of GCSE (9–1) in Latin (J282)

The OCR GCSE (9–1) in Latin will allow learners to develop their knowledge of Latin vocabulary, morphology and syntax so that they can read and understand unseen conformed or adapted passages of Latin.

2 The OCR GCSE (9–1) in Latin will require learners to know the words which are listed in the Defined Vocabulary List (DVL) as well as other specified forms of these words. The Defined Vocabulary List (DVL) will be available on the OCR website. Learners will be expected to know and understand the application of syntax and accidence listed in this specification.

The OCR GCSE (9–1) in Latin will develop learners' knowledge and understanding of the ancient world through the study of ancient literature and ancient sources. Learners are required to study a compulsory Language component together with either two Literature components, or one Literature component and the Literature and Culture component.

The Language component (01) requires learners to translate a passage of Latin, answer comprehension questions and **either** answer questions on syntax and accidence within the context of a narrative passage **or** translate short English sentences into Latin.

The vocabulary, accidence and syntax required for the composition of Latin sentences will be taken from

restricted lists. The accidence and syntax questions will draw upon the full range of syntax and accidence listed in the specification.

The Literature components (02–05) will require the study of between 110 and 120 lines of material in Latin. These set texts will **change every two years**. The set texts to be studied for the first six years of assessment of the specification are listed in the specification.

The Literature and Culture component (06) will require the study of two different topics through the exploration of the prescribed sources listed in the *Prescribed Sources Booklet*, which is available on the OCR website, and other sources which cover the same topic areas. The material for the Literature and Culture component will **remain for the lifetime** of the specification.

The set texts and topics will be reviewed after three years and may be subject to change. Each set text and topic will remain on the list for the lifetime of the qualification, unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

## 2c. Content of Language (J282/01)

In the course of this component, learners will develop their knowledge of Latin vocabulary and linguistic structures through reading and studying texts and stories in Latin. They will then demonstrate their linguistic competence through the translation and comprehension of unseen Latin passages.

Learners will also be able to demonstrate their linguistic ability by **either** recognising, analysing and explaining accidence and syntax within the context of a narrative passage **or** by translating short sentences from English into Latin.

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> <li>• recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix 5d and 5e</li> <li>• demonstrate knowledge of the vocabulary in the Defined Vocabulary List (DVL)</li> <li>• accurately translate unseen material into English</li> <li>• demonstrate an understanding of unseen Latin, confected or adapted material, including an understanding of individual words, phrases or sentences</li> <li>• explain the derivation of English words from Latin as evidence of the continuing influence of the classical world on later times.</li> </ul>	<ul style="list-style-type: none"> <li>• translate an unseen passage of confected or adapted Latin</li> <li>• understand and respond to unseen passages of Latin</li> <li>• understand the derivation of English words from Latin</li> </ul> <p><b>and either</b></p> <ul style="list-style-type: none"> <li>• translate short sentences from English into Latin drawn from the Restricted Vocabulary List (RVL) and the Restricted Syntax and Accidence listed in Appendix 5e</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• recognise, analyse and explain syntax and accidence, as defined below, using the Syntax and Accidence listed in Appendix 5d               <ul style="list-style-type: none"> <li>• <b>recognise:</b> identify examples of a grammatical form</li> <li>• <b>analyse:</b> identify the grammatical form of a word</li> <li>• <b>explain:</b> account for the use of a grammatical form in a sentence.</li> </ul> </li> </ul>

## 2c. Content of Literature components (J282/02, J282/03, J282/04 and J282/05)

These components are designed to develop learners' knowledge and understanding of ancient literature through studying the set text listed on the opposite page. These components assess learners' ability to analyse, evaluate and respond to the ancient literature they have studied.

Learners will study the set text listed on the opposite page for the relevant year. Each set text or group of texts will be between 110 and 120 lines in length, and will be examined for a maximum of **two** years.

2

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices and values, as appropriate to the text studied</li><li>• identify, explain and respond to the use of common literary effects appropriate to the set text studied and the impact on the reader</li><li>• identify, explain and respond to aspects of literary style, as appropriate to the text studied, such as:<ul style="list-style-type: none"><li>• choice of words and word order</li><li>• sounds</li><li>• length of clauses</li><li>• common literary devices, such as simile, metaphor, alliteration, assonance</li></ul></li><li>• demonstrate an understanding of the cultural, historical and literary context in which the literature was composed</li><li>• select, analyse and evaluate evidence to draw informed conclusions and make a reasoned, evidence-based response to the material studied.</li></ul>	<ul style="list-style-type: none"><li>• understand and respond to aspects of content and the context of the set text(s)</li><li>• translate a short passage of the set text into English</li><li>• analyse aspects of content, providing a personal response to the literature</li><li>• recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning as appropriate to the set text studied, and the impact these might have on the reader</li><li>• draw together their knowledge and understanding of the text studied, and demonstrate this through a written response.</li></ul>

## Summary of the Latin set texts for examination between 2018 and 2023

Set text for examination in:	J282/02 Prose Literature A	J282/03 Prose Literature B	J282/04 Verse Literature A	J282/05 Verse Literature B
<b>2018 and 2019</b>	<p><b>Oxford Latin Anthology</b> <i>Family Life and Relationships</i> A close knit family An ideal daughter Education within the family, lines 1–12, (<i>quis ... liberis</i>) Bitter hatred</p>	<p><b>Cambridge Latin Anthology</b> <i>Druides</i> The power of the Druids, their education, their religion, The Druids' last stand <i>tumultus et rebellio</i> Boudicca's rebellion</p>	<p><b>Cambridge Latin Anthology</b> <i>vita rustica et vita urbana</i> The sights, sounds and seasons of the countryside A country spring The town mouse and the country mouse <i>de cultu deorum et vita hominum</i> Recipe for happiness Spring and thoughts of mortality</p>	<p><b>Oxford Classical Text</b> Virgil, <i>Aeneid</i>, 4.279–319, 331–361, 381–396 and 6.450–476</p>
<b>2020 and 2021</b>	<p><b>Oxford Latin Anthology</b> <i>Land and sea</i> A governor travels to his province The army on land and sea, section a, A difficult landing Hannibal crosses the Alps</p>	<p><b>Cambridge Latin Anthology</b> <i>Germanicus et Piso</i> Piso in Syria, The death of Germanicus, Mourning, Revenge <i>personae non gratae</i> Regulus, lines 1–19 (<i>assem ... detestatur</i>)</p>	<p><b>Oxford Latin Anthology</b> <i>Passions and Poisons</i> A snake's poison stirs passion Medea's impassioned plea to Jason Catullus struggles with love</p>	<p><b>Oxford Classical Text</b> Virgil, <i>Aeneid</i>, 2.506–558, 705–740, 768–794</p>
<b>2022 and 2023</b>	<p><b>Oxford Latin Anthology</b> <i>Conflict and conquest</i> Bravery and strategy in battle Inspiration for the fight, lines 1–37 (<i>Boudicca ... finivit</i>) Marital Conflict</p>	<p><b>Cambridge Latin Anthology</b> <i>sageae Thessalae</i> lines 1–96, (<i>iuvenis ... obtexi</i>) <i>personae non gratae</i> Pythius</p>	<p><b>Cambridge Latin Anthology</b> <i>Echo et Narcissus</i> lines 1–82, (<i>aspicit ... albis</i>) <i>amor</i> How many kisses? Conflicting emotions Love will not let the poet sleep</p>	<p><b>Oxford Classical Text</b> Virgil, <i>Aeneid</i>, 6.295–316, 384–416, 679–712, 752–759, 788–800</p>

## 2c. Content of Literature and Culture (J282/06)

This component is designed to develop learners' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material.

Learners should study the prescribed ancient source material in the '*Prescribed Sources Booklet*' for **both** of the topic areas set in any given year.

Learners should also study additional ancient sources covering similar content to help illustrate the topics they are studying and provide opportunities for comparison.

The topic areas and the prescribed sources booklet will **remain the same** for the whole life of the specification.

### Learners should be able to:

- use a range of ancient sources including literary, inscriptional and archaeological
- identify aspects of content, culture, social practices and values, as appropriate to the sources studied
- use their knowledge of Entertainment, The Romans in Britain and Myths and Beliefs, and study of evidence to widen their understanding of Roman society
- evaluate the usefulness of primary sources as evidence through comprehension and comparison, identifying gaps in the evidence, distortion for literary effect or bias
- select, analyse and evaluate evidence to draw an informed conclusion and make a reasoned, evidence-based response to the material studied.

### Learners will be required to:

- recall knowledge from the prescribed sources and select knowledge from the unseen sources provided for the assessment
- demonstrate understanding of the prescribed sources and the unseen sources provided for the assessment
- understand and respond to the sources, evaluating them as evidence for the ancient world and analysing their specific features
- compare and contrast ideas, values and social practices from the ancient and modern worlds
- draw together their knowledge and understanding of the material studied and demonstrate this through a written response.

The set topics for examination in **2018** and **2019** for this component will be:

- Entertainment
- Myths and Beliefs

The set topics for examination in **2020** and **2021** for this component will be:

- Myths and Beliefs
- The Romans in Britain

The set topics for examination in **2022** and **2023** for this component will be:

- The Romans in Britain
- Entertainment

## The Romans in Britain

The following should be studied with reference to Roman Britain

- **Roman Army**  
*Camp layout, life in camp including training.*
- **Roman Roads**  
*Construction, principal routes across Britain.*
- **Roman Villas**  
*Villa buildings, the villa estate.*
- **Roman Baths**  
*Layout of the bath complex, links with religion.*

## Entertainment

- **The Amphitheatre**  
*In Pompeii, the Colosseum, types of Gladiators.*
- **The Theatre at Pompeii**  
*Scenery and props, actors, plays.*
- **The Circus Maximus and Chariot Racing**  
*The structure, charioteers and races.*
- **Dinner parties**  
*The triclinium, entertainment at dinner.*

## Myths and Beliefs

- **Roman Gods**  
*Jupiter, Juno, Mars, Venus, Neptune, Minerva, Apollo, Diana, Vulcan, Vesta, Pluto, Mercury and their roles.*
- **State Religion**  
*Temple of Jupiter in Pompeii, sacrifices.*
- **Beliefs in the After-Life**  
*Tombs in Pompeii, beliefs about life after death.*
- **Aeneas, Romulus and Remus**  
*The exile from Troy, visit to the underworld, Romulus and Remus found Rome.*

## 2d. Prior knowledge, learning and progression

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Learners who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required but may be beneficial.

This qualification provides the ideal foundation for learners to progress to OCR's AS Level in Latin and A Level in Latin.

Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

2 GCSEs are qualifications that enable learners to progress to further qualifications either Vocational or General.



# 3 Assessment of GCSE (9–1) in Latin

## 3a. Forms of assessment

OCR's GCSE (9–1) in Latin consists of three components that are externally assessed. Learners **must** sit J282/01 and then **any two** from J282/02, J282/03, J282/04, J282/05 and J282/06.

### J282/01 Language

This is a **compulsory** component. It is worth **100 marks**, representing **50%** of the total marks for the GCSE (9–1).

Latin Language is an externally assessed written examination testing AO1.

The examination lasts **1 hour 30 minutes** and is formed of two sections.

**Section A** consists of 30 marks. In Section A, the unseen passage will recount a story drawn from mythology or Roman domestic life.

20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin.

10 marks (10% of AO1 overall) are available for learners to choose between **either** answering

questions on accidence and syntax **or** translating three basic English sentences into Latin.

The syntax and accidence questions draw upon the full syntax and accidence listed in Appendix 5d.

The restricted vocabulary, accidence and syntax list applies **only** to the translation into Latin.

**Section B** consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history.

20 marks will be available for answering comprehension questions in English.

50 marks will be available for translating a passage of unseen Latin of **at least 90 words** into English.

### J282/02, J282/03, J282/04, J282/05 Literature

These are **optional** components. Each component is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

These components are externally assessed written examinations testing AO2 and AO3.

Each examination lasts **1 hour**.

Each component tests understanding and appreciation of a prescribed set text which is between 110 and 120 lines in length.

Learners will be asked to translate a short passage of the set text from Latin into English and answer comprehension questions. They will also be required to answer analysis questions which will be marked on a point by point basis and an 8-mark analysis question which is marked using a level of response grid. Learners will also be required to write an extended response, which draws upon material from the set text.

## J282/06 Literature and Culture

This is an **optional** component. It is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

Literature and Culture is an externally assessed written examination testing AO2 and AO3.

The examination lasts **1 hour**.

Questions will require learners to demonstrate knowledge and understanding of the materials in the '*Prescribed Sources Booklet*' and their own study as well use the unseen sources provided in the insert booklet for the assessment.

Questions will also require learners to analyse the sources provided in the assessment, provide a personal response to the material studied and answer extended response questions.

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### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR GCSE (9–1) in Latin. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
<b>AO1</b>	Demonstrate knowledge and understanding of the language.
<b>AO2</b>	Demonstrate knowledge and understanding of literature and/or other ancient sources.
<b>AO3</b>	Analyse, evaluate and respond to literature and/or other ancient sources.

### AO weightings in OCR GCSE (9–1) Latin

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Latin (J282)		
	AO1	AO2	AO3
Language	50%	0%	0%
Prose Literature A	0%	12.5%	12.5%
Prose Literature B	0%	12.5%	12.5%
Verse Literature A	0%	12.5%	12.5%
Verse Literature B	0%	12.5%	12.5%
Literature and Culture	0%	12.5%	12.5%
<b>Total</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

### 3c. Assessment availability

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There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3d. Retaking the qualification

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Learners can re-take the qualification as many times as they wish. Learners must retake Component 01 and

two components from Component 02 to 06, in the same examination series.

### 3e. Assessment of extended response

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The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3f. Synoptic assessment

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Synoptic assessment targets learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE course.

Synoptic assessment encourages the understanding of Latin as a discipline and requires learners to demonstrate understanding of the links between language and literature in their classical contexts.

### 3g. Calculating qualification results

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A learner's overall qualification grade GCSE (9–1) in Latin will be calculated by adding together their marks from the three components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about these processes, together with the deadlines, can be found in the *OCR Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website:

[www.ocr.org.uk](http://www.ocr.org.uk)

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Latin must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J282 A	Latin Option A	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		03	Prose Literature B	External Assessment
J282 B	Latin Option B	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		04	Verse Literature A	External Assessment
J282 C	Latin Option C	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		05	Verse Literature B	External Assessment
J282 D	Latin Option D	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		06	Literature and Culture	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J282 E	Latin Option E	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		04	Verse Literature A	External Assessment
J282 F	Latin Option F	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		05	Verse Literature B	External Assessment
J282 G	Latin Option G	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		06	Literature and Culture	External Assessment
J282 H	Latin Option H	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		05	Verse Literature B	External Assessment
J282 J	Latin Option J	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		06	Literature and Culture	External Assessment
J282 K	Latin Option K	01	Language	External Assessment
		05	Verse Literature B	External Assessment
		06	Literature and Culture	External Assessment

#### 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

#### 4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

## 4d. Results and certificates

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### Grade Scale

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GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U). Only

subjects in which grades 9 to 1 are attained will be recorded on certificates.

### Results

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Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/2 GCSE (9–1) in Latin'.

## 4e. Post-results services

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A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

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Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

# 5 Appendices

## 5a. Grade descriptors

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Ofqual to confirm.

## 5b. Overlap with other qualifications

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There is no overlap with any other qualifications.

## 5c. Accessibility

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Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## 5d. Latin Accidence and Syntax

Accidence and syntax required for Component 01, *Language* with the exception for the translation of the English sentences into Latin. The restricted syntax and

accidence for the translation of the English sentences is listed in Appendix 5e, Restricted Latin accidence and syntax.

### Accidence

The forms of regular nouns of all declensions

The forms of regular and deponent verbs in all moods, voices and tenses, including imperatives, infinitives, participles and the gerundive (excluding the future perfect, present subjunctive, perfect subjunctive, future passive infinitive, supine and gerund)

The forms of regular adjectives of all standard types

The forms of pronouns and pronominal adjectives contained in the Defined Vocabulary List

The comparative and superlative forms of adjectives and adverbs contained in the Defined Vocabulary List

The forms of the irregular nouns, verbs and adjectives contained in the Defined Vocabulary List, including irregularly formed comparatives and superlatives



## Syntax

Standard uses of the cases

Expressions of time

Comparison (including the ablative of comparison)

The use of genitive, dative or ablative where these cases are taken by verbs or adjectives contained in the vocabulary list

The cases taken by prepositions contained in the Defined Vocabulary List

Direct statements

Direct commands

Prohibitions with *noli* and *nolite*

Direct questions

Uses of participles (including the Ablative Absolute construction)

Uses of the gerundive with *ad* to express purpose

Simple indicative conditional clauses

Relative clauses (excluding *qui* + subjunctive)

Indirect statements

Indirect commands

Indirect questions

Purpose clauses introduced by *ut* and *ne*

Fearing clauses introduced by *timeo* + *ne*

Result clauses

Temporal clauses with the indicative or subjunctive

Causal clauses introduced by *quod* and *cum*

Concessive clauses introduced by *quamquam*

## 5e. Restricted Latin Accidence and Syntax list

Accidence and syntax required for translating the English sentences into Latin in Component 01.

### Accidence

The forms of regular verbs in the present, imperfect and perfect indicative active

The present active infinitive of regular verbs

The present and imperfect indicative of the verbs *sum* and *possum*

The forms of regular nouns of the first and second declensions

The forms of first and second declension adjectives of the *bonus* type (excluding their comparative and superlative forms)

### Syntax

Standard uses of the cases

Use of the accusative case to express duration of time

The cases taken by prepositions contained in the Restricted Vocabulary List for this section of the paper

Direct statements and direct questions

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# YOUR CHECKLIST

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*Our aim is to provide you with all the information and support you need to deliver our specifications.*

- Bookmark [ocr.org.uk/gcselatin](https://ocr.org.uk/gcselatin) for all the latest resources, information and news on GCSE (9-1) Latin
  - Be among the first to hear about support materials and resources as they become available – register for Classics updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)
  - Find out about our professional development at [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)
  - View our range of skills guides for use across subjects and qualifications at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)
  - Discover our new online past paper service at [ocr.org.uk/examcreator](https://ocr.org.uk/examcreator)
  - Learn more about Active Results at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)
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# Download high-quality, exciting and innovative GCSE (9-1) Latin resources from [ocr.org.uk/gcselatin](https://ocr.org.uk/gcselatin)

Resources and support for our GCSE (9-1) Latin qualification, developed through collaboration between our Classics Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our Classics Subject Specialists who can give you specialist advice, guidance and support.

Meet the team at [ocr.org.uk/classicsteam](https://ocr.org.uk/classicsteam) and contact them at:

**01223 553998**

[classics@ocr.org.uk](mailto:classics@ocr.org.uk)

[@OCRexams](https://twitter.com/OCRexams)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Classics Community

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