



## A Level Latin KS4–KS5 Transition Guide Checkpoint Task

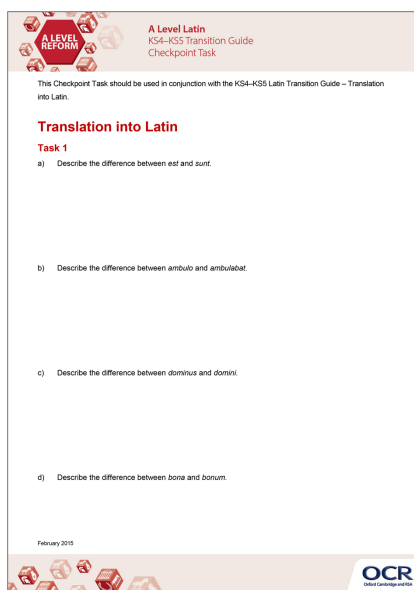
This Checkpoint Task should be used in conjunction with the KS4–KS5 Latin Transition Guide – Translation into Latin.



## Translation into Latin

### *Instructions and answers for teachers*

*These instructions should accompany the OCR resource 'Translation into Latin' activity which supports OCR A Level Latin*



#### **The Activity:**

This resource comprises of four tasks.

These questions are designed to assess student understanding of the grammar which was tested in the GCSE Latin prose composition topic. Their answers should inform you whether they have a deep understanding of the subject matter, and are therefore ready to apply that knowledge in new situations, or if a more thorough revision of the GCSE material is first required.

#### **Associated materials:**

'Translation into Latin' Checkpoint Task learner activity sheet.

*This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2016. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.*



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## Task 1

Students should avoid simply translating the words and should be encouraged to use as much technical vocabulary as they can.

a) A top answer might be:

'*est* is the third person singular present indicative of *sum*. *sunt* is the third person plural present indicative form of the same verb.'

A good answer might be:

'*sunt* is the plural form of *est*.' or '*est* is third person singular, *sunt* is third person plural.'

b) Students should note the change of tense as well as person.

c) Good answers will note that *domini* is ambiguous, strong answers will note that it represents three possible meanings (genitive singular, nominative and vocative plural).

d) Once again, strong responses will grasp as many of the permutations as possible, both of *bona* (feminine nominative, vocative or ablative singular; neuter nominative, vocative or accusative plural) and *bonum* (neuter nominative, vocative or accusative singular; masculine accusative singular).

There might also be some discussion of *bona* meaning "a good woman" or "good things/goods" and *bonum* meaning "a good thing" or "a good man/person".

## Task 2

Good responses should be able to write out a correct translation for each question, as a minimum requirement. Strong responses will discuss fully the errors the fictitious GCSE student made (e.g. 'the preposition *ad* is used for motion towards, whereas the dative case is used for receiving, especially with *do* and its compounds.').

## Task 3

A good response would refer to ongoing/continuous action in the past (imperfect) versus completed action in the past (perfect).

Stronger answers will mention rarer uses of the imperfect (habitual, repeated, incipient, conative) and the dual nature of the Latin perfect tense (a combination of present perfect and aorist tenses). For this, it is perfectly acceptable for students to use examples rather than technical terms to illustrate their understanding (e.g. 'The imperfect can also mean 'used to' or 'began to' or...').





## Task 4

- a) Suggested answer: *-nt*  
Reasoning: all third person plural verbs end in *-nt*
- b) Suggested answer: *-um*  
Reasoning: all genitive plural nouns end in *-um*  
Stronger answers may mention that *-um* is not technically the full inflection for many genitive plural nouns, but the final two letters are always *-um*.
- c) As this is for a GCSE prose composition revision guide, there are two possibilities: *-am* and *-um* (only 1st and 2nd declension nouns appear on the RVL).  
*-um* might be the more obvious choice, as it covers neuter and masculine nouns. However, students may think otherwise.  
NB - there are slightly more 2nd declension nouns (23) than 1st declension nouns (20) on the GCSE RVL, which would favour *-um*, but A Level students would not be expected to know this.
- d) You may need to remind students that only the present, perfect and imperfect tenses are specified for GCSE prose composition.  
Students may come up with a range of answers, but two more calculated choices would be either:  
*-at* (the ending for some present tense verbs and all third person singular imperfect tense verbs)  
or  
*-it* (the ending for some present tense verbs and all third person singular perfect tense verbs).  
NB - there is no right or wrong selection for c) and d), yet the quality of student responses can be ascertained from the explanations for their choices.



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