

**PROVISIONAL**

# TRANSITION GUIDE

Topic: Translation into Latin

February 2015

**A Level Latin**

**KS4–KS5**





We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website ([www.ocr.org.uk](http://www.ocr.org.uk)) and this may differ from printed versions.

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# Welcome

Welcome to the KS4–KS5 transition guide for **Latin**.

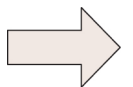
Key Stage 4 to 5 Transition guides focus on how a particular topic is covered at the different key stages and provide information on:

- Differences in the demand and approach at the different levels;
- Useful ways to think about the content at Key Stage 4 which will help prepare students for progression to Key Stage 5;
- Common student misconceptions in this topic.

Transition guides also contain links to a range of teaching activities that can be used to deliver the content at Key Stage 4 and 5 and are designed to be of use to teachers of both key stages. Central to the transition guide is a Checkpoint task which is specifically designed to help teachers determine whether students have developed deep conceptual understanding of the topic at Key Stage 4 and assess their 'readiness for progression' to Key Stage 5 content on this topic. This checkpoint task can be used as a summative assessment at the end of Key Stage 4 teaching of the topic or by Key Stage 5 teachers to establish their students' conceptual starting point.

Key Stage 4 to 5 Transition Guides are written by experts with experience of teaching at both key stages.

[Go to topic comparison](#)





## Key Stage 4 Content

### GCSE Content

The translation of short English sentences into Latin is an **optional** element in the GCSE Language paper. Candidates can **alternatively** answer questions on syntax and accidence within the context of a narrative passage or passages.

At GCSE, candidates have to translate three short sentences into Latin. The translation of a short sentence implies a simple sentence, (as opposed to a compound or complex sentence), consisting of a single clause and requiring, as a minimum, the declension of one or more regular nouns and the conjugation of a regular verb in the indicative.

The specification will provide a restricted vocabulary, accidence and syntax list specifically for this task.

The **alternative** to the translation of short English sentences is a grammar option requiring candidates to recognise, analyse and explain syntax and accidence within the context of a narrative passage or passages.

In this context, **recognise** suggests identifying an example of a grammatical form; **analyse** suggests identifying the grammatical form of a word and **explain** suggest accounting for the use of a grammatical form in a sentence.



## Key Stage 5 Content

### AS Level

The translation of English sentences into Latin is an **optional** element in the AS Level Language paper. Candidates can **alternatively** answer comprehension questions on a passage of narrative prose.

At AS Level, candidates have to translate five sentences with two clauses from English into Latin.

The specification will provide an accidence and syntax list specifically for this task, which will be very similar to the current AS list for this task.

### A Level

The translation of a passage of English prose into Latin is an **optional** element in the A Level Language Component 02 question paper. Candidates can **alternatively** answer comprehension and grammar questions on a passage of narrative prose.

The prose composition element will require the translation of an English passage of at least 100 words into Latin.

The specification will provide an accidence and syntax list for this task, which will be very similar to the current A2 list.

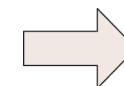
KS4



KS5

To return to this page at any point click on this button.

Explore the Guide



KS4



KS5

Comment

Possible Teaching  
Activities (**KS4 focus**)

Checkpoint Tasks

Possible Teaching  
Activities (**KS5 focus**)

Possible Extension  
Activities (**KS5 focus**)

## Comment

### KS4

For the translation of English sentences option at key stage 4, students are expected to know the declension of regular nouns from the first and second declensions, and adjectives like *bonus* (positive forms only) which adhere to these patterns. They also need to know the present, imperfect and perfect indicative active, and present active infinitive, of regular verbs, as well as the present and imperfect indicative of *sum* and its compound *possum*.

Sentences are simple at this level. The connectives *et* and *-que* may be used to link two words, but not to coordinate two separate clauses. Students are required to have a good understanding of the standard uses of the cases, as well as the use of the accusative case to express duration of time, and the cases taken by prepositions. Each sentence is either a direct statement, or a direct question introduced by one of the question words on the Restricted Vocabulary List (RVL).

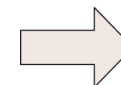
The RVL contains 125 words whose meanings and forms should be thoroughly learned for the translation of English sentences option.

### KS5

For the prose composition option at AS, students are required to know the meaning and form of all 700+ words on the Defined Vocabulary List (DVL). Although over half of these words should be familiar from GCSE unseen translation, this is a considerable step up from the GCSE RVL, and teachers should aim to ensure that regular, effective vocabulary learning is an intrinsic part of their schemes of work for this topic.

At this stage, students are required to know the declension of all regular nouns from the five main declensions. The forms of fourth and fifth declension nouns may be familiar from the unseen translation topic at GCSE but now they need to be known thoroughly. Note that knowledge of the extraordinary declensions of *bos*, *domus*, *Iuppiter* and *vis* is also a requirement at AS Level. Adjectives in the sentences can be from each of the three declensions, and include the consonant stems *dives*, *pauper* and *vetus*.

Next





KS4



KS5

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Possible Teaching  
Activities (**KS4 focus**)

Checkpoint Tasks

Possible Teaching  
Activities (**KS5 focus**)

Possible Extension  
Activities (**KS5 focus**)

## Comment

### KS5 (continued)

Adjectival agreement is significantly more challenging at AS Level than at GCSE. GCSE candidates only manipulate nouns and adjectives from the first and second declensions. At AS Level, students need to be able to match up endings from all the patterns of declension, and an “end rhyme” strategy, which may have worked for GCSE, will result in a much lower success rate here.

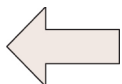
The verb now needs to be known in all forms, some of which (such as the present and perfect subjunctives) students will not have met before. Verb inflection at all levels is especially important for students to learn, since the end of the verb is packed with information (mood, voice, tense and person). At GCSE level, students are not required to manipulate mood or voice, and are examined on just three of the six tenses for composition.

The syntax required at AS Level is similar to that for GCSE unseen translation, with a few additions, such as further uses of the subjunctive and the gerundive. Consult the specification for a comprehensive list of the requirements. Sentences at AS Level are complex and invariably contain a secondary clause, usually requiring a subjunctive verb.

A Level prose composition presents a further challenge in that, along with a wider knowledge of accidence and syntax than AS Level, candidates are awarded marks for the style of their Latin prose. Students need to develop a sense of fluency and authenticity in their use of Latin, and should feel no qualms about returning to some of the more demanding passages from the Cambridge Latin Course, for instance, to see how artificial Latin can be written with a literary style.

The accidence and syntax at A Level goes beyond what is required of AS students. Some of the more challenging requirements include: use of the impersonal passive, subordinate clauses within indirect speech and constructions using *quominus* and *quin*. Consult the specification for a comprehensive list of the requirements. Knowledge of the AS DVL is a prerequisite for A Level prose composition students, but they are expected to have a broader lexical range than this to draw on. They should also keep note of common and important vocabulary they meet in the duration of the course.

Previous



**Topic:** Translation into Latin

KS4



KS5

Comment

**Possible Teaching Activities (KS4 focus)**

Checkpoint Tasks

Possible Teaching Activities **(KS5 focus)**

Possible Extension Activities **(KS5 focus)**

## Possible Teaching Activities (KS4 focus)



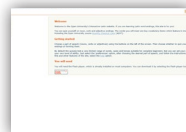
### Building an English-Latin Vocabulary at KS4

Quizlet.com

[www.quizlet.com](http://www.quizlet.com)

Click here to view page

Quizlet is an online learning tool which enables students to make their own flashcards for learning vocabulary. Once students have created their flashcards, they can commit the vocabulary to memory using a variety of tools and options, including the ability to create bespoke tests. Teachers may wish to create a class on Quizlet and a standardised set of cards for the students. Accessibility to the learning tool through any web browser, as well as free apps on the major mobile platforms, is very convenient for learners.



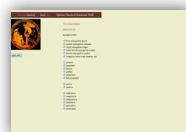
### Practising Latin Grammar

The Open University

<http://www.open.ac.uk/Arts/interactiveLatin/index.html>

Click here to view page

The Interactive Latin tool on the Open University website enables students to test themselves on the inflection of nouns, verbs and adjectives. Each topic can be tweaked so that it matches the requirements for GCSE prose composition. Some of the vocabulary will not be familiar to GCSE students, but knowledge of these words is not essential for completion of the exercises, and curious students can use a suitable online lexicon to enlighten them.



### Drilling Latin Verbs

<http://sphinx.metameat.net/latin.php>

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This website lists the paradigms for many Latin verbs, and a tool for drilling them. The parameters of the drill can be set so that students can practise the forms they are required to know for the translation of English sentences at GCSE.

KS4



KS5

Comment

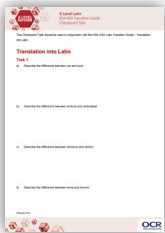
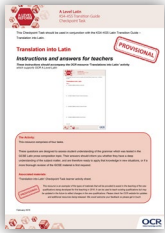
Possible Teaching  
Activities (**KS4 focus**)

**Checkpoint Tasks**

Possible Teaching  
Activities (**KS5 focus**)

Possible Extension  
Activities (**KS5 focus**)

## Checkpoint Tasks



The checkpoint task is designed to assess students' depth of understanding required to translate English sentences into Latin at the level specified at GCSE level, so that teachers know what prior learning their pupils are taking with them into the A Level course. The questions focus on the accidence of nouns, verbs and adjectives of the types specified for the GCSE topic. During the task, students are asked to rectify a pair of mistranslated sentences. These present an opportunity for the students to demonstrate their knowledge of inflections and conventional word order in Latin prose.

The checkpoint task is not designed to test students' vocabulary, however, the words are all from the GCSE Restricted Vocabulary List and students would be expected to be familiar with them by this stage.

The questions in the task invite a variety of responses. There is a lot of scope for students to demonstrate their current knowledge of grammatical terms, as well as their understanding of the relationship between inflected forms. The teacher guidance sheet considers several possible answers of the type you might expect to receive for each question, but the mark scheme is by no means fully comprehensive. It would be worthwhile reviewing the questions with the whole class once you have completed the assessment.



KS4



KS5

Comment

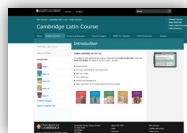
Possible Teaching Activities (KS4 focus)

Checkpoint Tasks

Possible Teaching Activities (KS5 focus)

Possible Extension Activities (KS5 focus)

## Possible Teaching Activities (KS5 focus)



### Cambridge Latin Course Passages

CSCP

[http://www.cambridgescp.com/Upage.php?p=clc^oa\\_intro^intro](http://www.cambridgescp.com/Upage.php?p=clc^oa_intro^intro)

Passages in the later stages of the Cambridge Latin Course contain a good deal of grammar and vocabulary which is pertinent to the the AS and A Level prose composition topics. The style of the Latin passages is also very literary, of the sort examiners are looking for at A Level (such as adjectives promoted in prepositional phrases). Teachers can use translations of these online passages to give to students, who are then required to translate them back into Latin. This sort of exercise would best suit the passages in Book 4 and Book 5 in particular, although passages from throughout the course could be used for differentiation.

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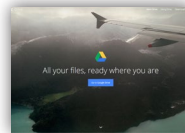
### Latin Grammar Guides

Textkit.com

[http://www.textkit.com/latin\\_grammar.php](http://www.textkit.com/latin_grammar.php)

This website contains several out-of-copyright texts which are still hold a good deal of relevance for the A Level Latin prose composition student. There are useful grammars, such as Allen & Greenough's A New Latin Grammar, and a downloadable copy of North and Hillard's classic Latin Prose Composition, along with an answer key.

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### Google Drive

Google

<https://www.google.co.uk/drive/>

The online office suite provided free of charge by Google Drive enables teachers and students to work on a document together. This opens up a wide array of possibilities for collaboration and peer assessment for prose composition. A good example of this would be:

1. Student A completes a Latin prose composition exercise on a Google Doc.
2. Student B, with whom the document is shared, assesses Student A's performance according to a suggested answer key, using the comment feature in Google Docs.
3. The teacher, who also has access to the document, enters into a written dialogue with both Student A and Student B.

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KS4



KS5

Comment

Possible Teaching  
Activities (**KS4 focus**)

Checkpoint Tasks

Possible Teaching  
Activities (**KS5 focus**)

**Possible Extension  
Activities (KS5 focus)**

## Possible Extension Activities (KS5 focus)



### Perseus Digital Library

Tufts University

<http://www.perseus.tufts.edu/hopper/>

There is a vast array of Latin literature available on the Perseus website, with access to online dictionaries to assist with understanding. Authors such as Caesar often provide inspiration for the prose composition at A Level, and students who are progressing very well with the syllabus could be stretched by reading and analysing the idioms used by the major writers of the classical prose literature canon.

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### Kennedy's Revised Latin Primer Online

California Digital Library

<https://archive.org/details/revisedlatinprim00kenniala>

*This link is only accessible via Google Chrome or Internet Explorer 9 and above.*

Kennedy's Revised Latin Primer has been arguably the leading Latin grammar of modern times. Students who are beginning to work more independently should be encouraged to make use of a substantial and comprehensive grammar such as this, which has been made freely available to read online by the University of California.

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view page



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