



## OUR VISION

We at OCR are committed to the future of Ancient Languages in schools, and wish to ensure that they can be taught in a wide variety of contexts to all students who are interested.

With the introduction of standalone AS Level qualifications, and the reform of both these and the A Level specifications, many teachers have asked about the impact on their ability to teach both AS and A Level to their students. In order to give teachers maximum flexibility in how they deliver both the AS and A Level content we have designed these courses to be fully co-teachable; meaning that students intending to sit the AS Level exams at the end of their first year can be taught alongside those entered for the linear A Level, with exams at the end of their second year. We hope that this will mean that teachers are able to tailor their timetables and classroom teaching to their specific context, resulting in easier management for teachers and maximum access to Ancient Languages for students.

## REFORMED AS AND A LEVEL QUALIFICATIONS

Post reform the AS and A Levels will stand alone as separate qualifications, the AS will no longer contribute to the A Level, and to be awarded an A Level a student need not sit the AS Level exams. If a student has sat the AS Level, but wishes to continue to complete the A Level, they will need to sit all A Level exams and cannot count their AS level results towards their A Level. As will be outlined below, the AS and A Level exams do, however, cover common content.

Each qualification will have its own specification, content and examinations, and an AS Level will be worth 40% of the UCAS points of an A Level.

Whether or not to enter students for AS levels is a decision which can be made on a case by case basis by teachers and their centres. Some centres may choose to enter all their students, some may enter a proportion, and some may decide not to offer AS levels at all.

## STRUCTURE OF THE REFORMED OCR AS AND A LEVELS IN LATIN AND CLASSICAL GREEK

### AS LEVEL

<p><b>Language (01)</b></p> <p>80 Marks 1 hour 30 minutes Written paper</p>	<p><b>50%</b> of total AS Level</p>	<p>Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose texts in the Ancient Language to become familiar with the vocabulary in the Defined Vocabulary List and prescribed syntax and accidence.</p>
<p><b>Literature (02)</b></p> <p>80 marks 2 hours Written paper</p>	<p><b>50%</b> of total AS Level</p>	<p>Learners study in depth one prose set text and one verse set text. Learners should have an awareness of the immediate literary context from which the set texts have been taken. It is expected that they will develop this through wider reading in English.</p>

### A LEVEL

<p><b>Unseen Translation (01)</b></p> <p>100 marks 1 hour 45 minute paper</p>	<p><b>33%</b> of total A Level</p>	<p>Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in the Ancient Language. Learners study texts written by a range of prose authors and the verse unseen author to develop linguistic competence.</p>
<p><b>Prose Composition or Comprehension (02)</b></p> <p>50 marks 1 hour 15 minute paper</p>	<p><b>17%</b> of total A Level</p>	
<p><b>Prose Literature (03)</b></p> <p>75 marks 2 hour paper</p>	<p><b>25%</b> of total A Level</p>	<p>Learners study two Prose Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.</p>
<p><b>Verse Literature (04)</b></p> <p>75 marks 2 hour paper</p>	<p><b>25%</b> of total A Level</p>	<p>Learners study two Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.</p>

## CO-TEACHABILITY OF LANGUAGE

### ACCIDENCE, SYNTAX AND VOCABULARY

The specifications for both AS and A Level Latin and Classical Greek contain the accidence and syntax required for the examinations. At AS level, the accidence and syntax required for Component 01 – *Language*, Section A and the comprehension questions in Section B is the same as that required for the A level components, except for the following:

#### For Greek:

- 3<sup>rd</sup> person imperatives are only required for A Level

#### For Latin:

- At AS level uses of the subjunctive as main verb, e.g. wishes, is required, but A level expects more comprehensive knowledge of the uses of the subjunctive (e.g. potential, generic)
- Constructions using *quominus* and *quin* are only required for A level
- Use of *dum* to mean ‘provided that’ is stated for AS level, whereas use of *dum* and *dummodo* to mean ‘provided that’ is required knowledge at A level
- The subordinate clauses prescribed are; for AS level: fearing, and for A level: fearing, prevention and precaution

Exercises translating English sentences into the Ancient Language at AS level will draw from a sub set of the syntax and accidence listed. At A level translation into the Ancient Language will draw on the whole syntax and accidence list.

Given that an A Level student will (usually) have had two years studying the language, as opposed to the one year assumed for AS Level students, there is an expectation that they will have a more complex understanding of the language and its features, and will demonstrate greater competency. The questions on the exam will reflect this; A Level questions will be a “step up” in terms of complexity from AS Level.

In terms of vocabulary, at AS Level in both Latin and Classical Greek a Defined Vocabulary List is provided, whilst at A Level there is no such list. At A Level students are expected to build upon the AS Level list through their wider reading and extended study of the language. Once again, this is a natural progression and “step up” between the two levels.

In terms of co-teachability it would be expected that teachers would cover the accidence, syntax, and vocabulary prescribed in the specification during the first year of teaching and then, during the second, work to deepen their students’ knowledge and understanding through continued practice and use of their language skills. This would naturally develop students’ competency and confidence, enabling them to succeed at A Level standard. The development of a wider and more nuanced understanding of vocabulary, accidence and syntax should be a natural product of an extra year spent studying the language.

## PRESCRIBED AUTHORS AND GENRES FOR THE LANGUAGE PAPERS

Whilst we do not list the authors or genres from which AS Level unseen texts will be taken, at A Level these are specified:

### For Classical Greek:

- prose and verse unseen authors for paper 01
- the specified genre of oratory for the unseen in paper 02

### For Latin:

- prose and verse unseen authors for paper 01
- no specified author or genre for the unseen in paper 02, but this will not be taken from the set text authors for that year

In order to co-teach these courses it would perhaps be advisable to teach a wide range of texts, both in terms of authors and genres during the first year of the course, in order to develop students' linguistic competence and confidence. During the second year, when only students working toward the A Level examinations are in the class, then a more targeted approach might be taken, focusing on the specified author(s) or genre.

## EXAMINED TASKS

Once students have developed their knowledge and understanding of the language itself, the application of this in the AS Level and A Level Language examinations also differs and should be taken into account when planning to co-teach the two courses.

At both levels students will be expected to translate an appropriate passage of unseen prose into English, but in addition at A Level they will also be expected to translate a passage of unseen verse, and scan two lines of verse. The translation of verse and scansion are skills which it may be appropriate, therefore, to teach in the second year of the A Level course.

At both levels there is the option to translate from English into the Ancient Language. At AS Level this would take the form of five sentences from English into the ancient language<sup>1</sup>. At A Level students translate a more substantial amount of material, at least 100 words in length, using the full range of the linguistic knowledge expected at A Level.

At both levels, translation into the Ancient Language is optional. Set against this option at AS Level is the opportunity for students to demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions, at A Level this understanding of an unseen passage will be demonstrated via comprehension, translation and questions on syntax and accidence.

In order to co-teach these courses many teachers will probably opt to teach the comparable options at both levels: i.e. translation into Classical Greek for both, or comprehension at AS level coupled with comprehension, translation and grammar questions at A Level.

When preparing students for these options, it could prove useful for all students to complete AS level style questions in the first year of teaching to provide a foundation from which to proceed to the more demanding A Level style questions. However, if teaching towards the comprehension (translation and grammar) questions, then you may wish to periodically remind eventual A Level candidates that they will have to do translation and grammar questions, unlike their AS Level classmates.

<sup>1</sup> for Classical Greek this uses the restricted accidence and syntax list provided in the specification

## CO-TEACHABILITY OF LITERATURE

### SET TEXTS

The set texts for our A Levels in Classical Greek and Latin are divided into four “Groups”; Groups 1 and 2 list the prose text options, and Groups 3 and 4 the verse ones. The texts from Groups 1 and 3 are those common to AS and A Level.

For examination in 2018 and 2019, the set texts are listed below. Those common to both levels are in **blue**, those for A Level only, in **red**:

#### CLASSICAL GREEK

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Thucydides, <i>Histories</i> , Book 4, 11–14, 21–23 and 26–28	Thucydides, <i>Histories</i> , Book 4, 29–40  English: Thucydides, <i>Histories</i> , Book 4, 1–28	Homer, <i>Odyssey</i> 10, lines 144–399	Homer, <i>Odyssey</i> 9, lines 231–460  English: rest of <i>Odyssey</i> 9, and all of book 10
Plato, <i>Apology</i> , 18a7 to 24b2	Plato, <i>Apology</i> , 35e to the end  English: rest of Plato <i>Apology</i>	Sophocles, <i>Antigone</i> , lines 1–99, 497–525, 531–581, 891–928	Sophocles, <i>Antigone</i> , lines 162–222, 248–331, 441–496, 998–1032  English: rest of <i>Sophocles, Antigone</i>
	Xenophon, <i>Memorabilia</i> , Book 1.II.12 to 1.II.38  English: Xenophon, <i>Memorabilia</i> , Book 1.I.1 to 1.II.62		Aristophanes, <i>Acharnians</i> 1–203, 366–392  English: rest of Aristophanes, <i>Acharnians</i>

#### LATIN

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Cicero, <i>Pro Milone</i> , 24–32, 34–35, 43–52	Cicero, <i>Pro Milone</i> , 53–64 (... defendere), 72–80  English: Cicero, <i>Pro Milone</i> , 43–52, 65–71, 98–105	Virgil, <i>Aeneid</i> , Book VIII 86–279, 558–584	Virgil, <i>Aeneid</i> , Book X, 215–250, 260–307, 362–398, 426–542  English: Virgil, <i>Aeneid</i> Book X
Tacitus, <i>Annals I</i> , 16–30	Tacitus, <i>Annals I</i> , 3–7, 11–14, 46–49  English: Tacitus, <i>Annals I</i> , 31–45	Ovid, <i>Amores</i> 1.1 & 2.5, Propertius 1.1 and Tibullus 1.1	Ovid, <i>Amores</i> 2.7 & 2.8, Propertius 1.3 & 2.14, Tibullus 1.3  English: Ovid <i>Amores</i> 2.19, Propertius 4.7 and Tibullus 2.4
	Seneca, <i>Letters</i> 51, 53, 57  English: Seneca, <i>Letters</i> 21, 54 and Tacitus, <i>Annals XV</i> 60–64		Ovid, <i>Heroides</i> VI 1–100 & 127–164, X 1–76 & 119–150  English: Ovid, <i>Heroides</i> IV, VI, X,

## SET TEXTS (CONTINUED)

It is expected that in the first year the selection from Groups 1 and 3 will be studied, as these texts are relevant for both AS and A Level students. In the second year, the A Level only texts from Groups 2 and 4 can be taught.

It should be noted that the text prescriptions in Groups 2 and 4 include specific supporting material to be read in English, a feature not present in those from Groups 1 and 3, where the AS specification simply states that students should draw upon "relevant additional material" such as that before and after the set passage, or material similar in style or theme. The 20 mark essays in the A Level exam will expect students to be able to draw upon this material read in English, and so in the second year of study this English material should be built into the scheme of work. This extra material is included in order to give students more scope for discussion in the longer, more complex essays in their A Level exam.

Any combination of texts across the four Groups will enable students to fully access the exam. We have designed the specification so that teachers can either opt for studying one author in depth (choosing Thucydides in both Groups 1 and 2 for example) or two different authors, to increase the breadth of students' knowledge (perhaps choosing Thucydides in Group 1 and Xenophon in Group 2).

It should be noted that the expectation is that students will do their AS level exams after a single year of study. If teachers are planning on students sitting their AS level exams at the end of a two year course of study (at the same time as their peers do their A Level exams) then the course will not always be co-teachable, as the texts change in two year cycles. If an AS level candidate and an A level one both begin their studies in 2017, with the intention of both sitting their exams in 2019, then they will be examined on two different set text prescriptions.

## EXAMINED TASKS

As would be expected given the extra year of study, the A Level exam expects students to show more linguistic competence and complexity of thought than at AS Level. However, the skills tested and question types used at both levels are on the whole very similar.

Comprehension questions are present in all Literature exams. At AS Level these are worth a higher proportion of the marks than at A Level. There will also be set text translation questions at both levels. In terms of teaching, this means that both AS and A Level students can be prepared for these questions simultaneously, and preparation done in the first year will be highly relevant to those sitting their exams in the second.

At both AS and A Level students will be expected to complete a question commenting on the effect created by a given passage, and also write an essay exploring broader themes and drawing on wider knowledge. However, these take a slightly different form at the two levels.

## 'ANALYSIS' QUESTIONS

AS Level 6 & 8 mark questions	A Level 15 mark questions
<p>These questions take a passage (given on the question paper) as their stimulus and target AO3 "<i>Critically analyse, evaluate and respond to literature</i>". Students are expected to identify features of the Greek, and comment on the effect caused by these.</p> <p>These questions are marked "point by point", meaning that a mark is given for a suitable piece of Greek being identified, and a second given for a clear and relevant point being made about this chosen feature. This is done four times to achieve the 8 mark total, or three to achieve 6 marks.</p> <p><b>Latin example:</b> <i>ut mos erat ... diutius commoraretur</i> (lines 3–8). How does Cicero convey the evil character of Verres and his men? Make three points and support your answer with reference to the Latin text.</p> <p><b>Greek example:</b> ἐν δὲ ταῖς ... Ἑλλήνων (lines 1–9): how does Xenophon make his description emotionally moving? Make four points and support your answer with reference to the Greek text.</p>	<p>In a Literature exam students will answer a set of questions, including 15 mark analysis question, on both their set texts (prose or verse depending on paper).</p> <p>The 15 mark question asks students to respond to a given passage from their set text, and analyse and evaluate the author's use of language and style. The passage specified will be longer than that looked at for an AS Level 8 mark question. These questions target AO3 "<i>Critically analyse, evaluate and respond to literature</i>".</p> <p>These questions are marked according to a "levels of response" grid. Emphasis is placed on student engagement with the question, range of points and use of evidence, and strength of analysis and evaluation.</p> <p><b>Latin example:</b> In this passage Cicero praises some famous Romans of the past. How does Cicero turn this into a criticism of Verres? You should refer both to the content and to the language of the passage.</p> <p><b>Greek example:</b> How does Xenophon make this a particularly powerful speech?</p>



## EXTENDED RESPONSE QUESTIONS

AS Level 10 mark questions	A Level 20 mark questions
<p>These questions ask candidates to comment on the whole set text prescription and draw upon their wider knowledge of its social, historical and cultural context. They target both AO2 “<i>Demonstrate knowledge and understanding of literature</i>” and AO3 “<i>Critically analyse, evaluate and respond to literature</i>”.</p> <p>These questions are marked according to a “levels of response” grid. When using this examiner will assess what level they think is the best fit for a candidate’s response, and then within that level what mark should be awarded. The Assessment Objectives are therefore looked at holistically, as they are interlinked, and the work is marked qualitatively. Importance is placed on question focus, understanding of the set text and use of detailed knowledge to support well understood ideas.</p> <p><b>Latin example:</b> ‘Cicero is keenly aware of the importance of good relations between provincials and their Roman masters.’ How far do you think this is true?</p> <p>You should support your argument with examples taken from your reading.</p> <p><b>Classical Greek Example:</b> In the section you have read, what impression of Lysander is given by Xenophon?</p>	<p>In Section C of the A Level Literature exams students will complete a 20 mark essay discussing their Group 2 or Group 4 text (depending on paper), including the material studied in English. This essay targets both AO2 “<i>Demonstrate knowledge and understanding of literature</i>” and AO3 “<i>Critically analyse, evaluate and respond to literature</i>”.</p> <p>These questions are marked according to a “levels of response” grid, guided by the same principles as at AS Level. Examiners are looking for a good response to the question based on a thorough understanding of the material studied, with a range of relevant points, supported by detailed examples selected from the material studied, and effective critical analysis leading to cogent conclusions.</p> <p><b>Latin example:</b> ‘Constantly ingenious, even if at times implausible.’ To what extent do you agree with this comment on Cicero’s account of events at Lampsacus?</p> <p><b>Classical Greek Example:</b> ‘Vice and virtue are key themes in Xenophon’s <i>Hellenica</i>.’ How far do you agree with this statement?</p>

## TEACHING THESE QUESTIONS

The co-teachability of these question forms lie in the fact that they target the same assessment objectives, and therefore the same student skills and knowledge.

All students will benefit from exercises which focus on enabling them to analyse given passages and discuss specific uses of language, as these will help them to answer both AS 6 & 8 mark and A Level 15 mark questions successfully.

Likewise, all students will have to write an extended response putting forward a cogent line of reasoning and drawing upon their wider knowledge, regardless of whether they are constructing a 10 or 20 mark answer. Therefore lesson elements and tasks which focus on development of these skills would be appropriate for both levels.

If you have any further worries or questions about coteachability, or our new Latin and Greek qualifications in general, then do contact our Classics Subject Specialists; Caroline Bristow and Alex Orgee at [classics@ocr.org.uk](mailto:classics@ocr.org.uk).



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