

# ENTRY LEVEL CERTIFICATE

*Specification*

# LATIN

R447  
For first assessment in 2017

Version 1.1 (May 2018)



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**DISCLAIMER**

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](http://ocr.org.uk)) and these may differ from printed versions.

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# 1 Why choose an OCR Entry Level Certificate in Latin?

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new Entry Level Certificate in Latin has been refreshed to fit with the reformed GCSE (9–1) Latin qualification 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 and Cambridge Technicals.

### 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 that are 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.

Our Entry Level Certificate in Latin is made up of 100% internally assessed tasks and tests. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

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

- A bank of exemplar questions to demonstrate potential approaches to the Roman Culture assessment
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in Latin is 603/0101/6.

## 1b. Why choose an OCR Entry Level Certificate in Latin?

OCR's Entry Level Certificate in Latin has been carefully designed to meet the needs of learners in a range of different circumstances. OCR's Entry Level Certificate can be taught to learners who:

- are studying Latin on a reduced timetable
- would find GCSE (9–1) Latin course too demanding
- are not intending to continue their studies to GCSE (9–1).

The Entry Level Certificate in Latin can be used as a standalone qualification or it can be a stepping stone to further study of Latin at GCSE (9–1), AS and A Level.

You will have considerable flexibility to tailor Entry Level Latin to suit your learners' needs and interests, the opportunity to work with a wide range of materials which gives them greater choice and makes the course more enjoyable for them to study.

### Aims and learning outcomes

OCR's Entry Level Certificate in Latin will encourage learners to:

- develop an appropriate level of competence in the Latin language
- develop a sensitive approach to language
- develop and apply skills at an appropriate level
- make informed and personal responses to the material studied
- actively engage in the process of enquiry into the classical world
- acquire through studying a range of appropriate sources, knowledge and understanding of selected aspects of the classical world
- develop an awareness of the continuing influence of the classical world on later times
- develop an awareness of the similarities and differences between the classical world and later times.

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

The key features of OCR's Entry Level Certificate in Latin for you and your learners are:

- the freedom to choose the area of study for the Roman culture option, allowing you to create the most appropriate and engaging course for your learners
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- studying Roman culture gives learners an insight into the fascinating aspects of life and culture of the ancient world
- preparation for those wishing to begin a qualification in GCSE (9–1) Latin, in GCSE (9–1) Ancient History or in GCSE (9–1) Classical Civilisation.

## 1d. What is new in OCR Entry Level Certificate in Latin?

This section is intended for teachers using OCR Entry Level Certificate in Latin. It highlights the differences between the current Entry Level Certificate in Latin

(R445) and the new version for first teaching from September 2016:

What stays the same?	What's changing?
<ul style="list-style-type: none"> <li>the defined vocabulary list</li> <li>required syntax and accidence</li> <li>course structure</li> <li>balance between Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>the number of marks available for each test and task</li> </ul>

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

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 Advisors:

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: <http://www.ocr.org.uk/classics>

## 2 The Specification Overview

### 2a. OCR's Entry Level Certificate in Latin (R447)

Learners must complete both parts which make up 100% of the assessment.

#### Content Overview

Latin Language is made up of two different tests:

- 'Language test 1 – Vocabulary, grammar and origins of words'
- 'Language test 2 – Comprehension and translation skills'

Roman Culture can be either made up of two 200-word tasks or one 400-word task.

Candidates should be able to demonstrate knowledge, understanding and personal response to an aspect or aspects of Roman culture.

#### Assessment Overview

Latin Language assessment

50 marks

2 x 25 minute tests

Set by OCR

Internally-assessed and externally-moderated

**50%**  
of total  
Entry Level  
Certificate

Roman Culture assessment

50 marks

1 x 400 word task **or** 2 x 200 word tasks

Set by Centres

Internally-assessed and externally-moderated

**50%**  
of total  
Entry Level  
Certificate

## 2b. Content of Latin Language

In preparation for this assessment, learners will develop their knowledge of Latin vocabulary and linguistic structures.

### Vocabulary

The vocabulary list in Appendix 5e is approximately 100 words, plus several basic prepositional phrases. The vocabulary has been selected with reference to the commonly used language courses for this level. Almost all the words in the vocabulary list also appear

at GCSE (9–1) level and so Entry Level provides a sound basis for progression. It is not expected that candidates should know or understand vocabulary that is unfamiliar to them.

### Grammar

Candidates at this level are expected to know and understand a limited range of basic language constructions and these are listed in Appendix 5d.

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</li> <li>• demonstrate knowledge of the vocabulary listed in Appendix 5e</li> <li>• accurately translate basic Latin sentences into English</li> <li>• demonstrate an understanding of unseen Latin 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 unseen sentences of confected or adapted Latin</li> <li>• understand and respond to unseen sentences or passages of Latin</li> <li>• understand the derivation of English words from Latin</li> <li>• recognise the correct grammatical form of words.</li> </ul>



## 2b. Content of Roman Culture

Candidates should be able to demonstrate knowledge, understanding and personal response to one or two aspects of Roman culture. These are centre set tasks. OCR will offer a guidance document to help centres set these tasks. The guidance document will be accessible via the OCR homepage.

For example, this could involve studying:

- a piece of Latin literature, either in Latin (to be 25–30 lines), or translated into English (to be approximately 100 lines)
- a Roman site or building (for example, Hadrian’s Wall, Palace of Fishbourne, the Colosseum, the Pantheon or the House of the Vettii in Pompeii)
- Roman artefacts (for example, coins, mosaics, wall paintings or jewellery)
- a specific topic (for example, slavery, the Roman army, gladiators or Roman education) to be investigated with reference to one or more of the types of evidence outlined above.

### Learners should be able to:

- use, as appropriate, ancient source material such as literature, inscriptions and archaeological evidence
- identify aspects of content, culture, social practices and values, as appropriate to the ancient source material studied
- use their knowledge to widen their understanding of Roman culture
- select, analyse and evaluate evidence to draw an informed conclusion.

### Learners will be required to:

- draw together their knowledge and understanding of the material studied, developing a personal response to the material through a written response of **either** one 400-word task **or** two 200-word tasks.

## 2c. Prior knowledge, learning and progression

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- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable candidates to progress either directly to employment or to foundation level courses. It will allow candidates suitable preparation to progress to GCSEs (9–1) and other Level 1/2 qualifications in Latin.

It could also provide a basis for progression to GCSEs (9–1) in Ancient History, and Classical Civilisation.

OCR offers a whole suite of Classics qualifications, including those in Latin, Classical Greek, Ancient History and Classical Civilisation. Find out more at [www.ocr.org.uk](http://www.ocr.org.uk).

We hope and envisage that the Entry Level Latin qualification will appeal to a wide range of learners: from learners still in secondary education or using it as an enrichment activity while in the sixth form or adult learning.

## 3 Assessment of Entry Level Certificate in Latin

### 3a. Forms of assessment

OCR's Entry Level Certificate in Latin consists of two assessments that are assessed by the centre and externally moderated by OCR.

#### Latin Language assessment

50% of total marks

2 x 25 minute tests

Each test = 25 marks

50 marks in total

Set by OCR

Internally-assessed and Externally-moderated

**Two tests** from a bank of internal assessment tests set by OCR will be available on OCR Interchange from September 2016. Guidance on how to access internal assessment tasks from Interchange is available on the OCR website. Centres must ensure that learners complete one of each test type.

Tests assess Assessment Objective 1 (AO1); knowledge and understanding of Latin language. Each of the tests assesses a different language skill:

#### **Test One: Vocabulary, Origins of words and Grammar**

Learners demonstrate knowledge by:

- identifying words in short phrases
- matching Latin with English origins of words
- choosing between alternatives
- multiple choice questions – identifying a form, case or tense.

#### **Test Two: Comprehension and Translation Skills**

Learners demonstrate understanding by:

- identifying appropriate words or phrases
- answering questions based on Latin sentences of fewer than 15 words
- translating short, simple sentences and phrases
- multiple choice questions – identifying meaning in Latin sentences.

Tests are internally-assessed and externally-moderated.

## Roman Culture assessment

50% of total marks

**Either** one 50 mark task **or** two 25 mark tasks

50 marks in total

Set by centres

Internally-assessed and externally-moderated

Tasks will be set by centres and marked using marking criteria provided by OCR (see section 3f in this specification).

The tasks should assess Assessment Objective 2 (AO2) and 3 (AO3); knowledge and understanding of Roman culture and personal response to it.

Tasks should be set in the form of questions that can be investigated and presented as one or two pieces of extended writing:

**Either one question to be answered by a piece of extended writing in approximately 400 words or two questions to be answered in approximately 200 words each.** If two questions are answered they can be taken from the same or from different aspects of Roman culture.

The tasks will be set by the centre and can be completed at any time during the course of study. Exemplar tasks have been provided by OCR for guidance and can be found on the OCR homepage from September 2016.

Tests are internally-assessed and externally-moderated.

### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR Entry Level Certificate in Latin. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of Latin language.
AO2	Demonstrate knowledge of Roman culture.
AO3	Demonstrate an understanding of and personal response to Roman culture.

### AO weightings in OCR Entry Level Certificate Latin

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

Assessments	% of overall Entry Level Certificate in Latin (R447)			
	AO1	AO2	AO3	Total
Latin Language	50	0	0	50%
Roman Culture	0	20	30	50%
<b>Total</b>	50	20	30	100%

### 3c. Assessment availability

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

This specification will be certificated from the June 2017 examination series onwards.

### 3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

### 3e. Internal assessment tasks

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All internal assessment tasks are set by OCR or by the centre.

Assessment	Set by centre	Set by OCR
Latin Language – Test 1		✓
Latin Language – Test 2		✓
Roman Culture	✓	

The OCR-set Latin Language tests will be available on OCR Interchange: <https://interchange.ocr.org.uk/>

Example of possible Roman Culture tasks can be found on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk).

### 3f. Roman Culture – marking criteria

Work submitted for the Entry Level Roman Culture assessment should reflect the standard expected for a learner after a full Entry Level course of study.

All assessments for OCR's Entry Level in Latin are internally-assessed and externally-moderated.

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach.

Marking should be positive, rewarding achievement rather than penalising omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting band descriptors that best describe the work of the learner to place them in the appropriate band for each assessment objective strand.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the highest mark should be awarded
- where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for the Roman Culture assessment then the learner should be indicated as being absent from that assessment. If a learner completes any work at all for the task then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

For a 400-word task:

Each assessment is out of 50 marks: 20 marks for AO2 and 30 marks for AO3.

For two 200-word tasks:

Each task is out of 25 marks: 10 marks for AO2 and 15 marks for AO3.

Tasks set by centre – guidance on task creation can be found on the OCR website.

## Marking criteria for Assessment 2: Roman Culture

Learners are expected to demonstrate their ability to:

	<b>AO2</b> <b>Demonstrate knowledge of Roman culture</b>	<b>AO3</b> <b>Demonstrate understanding of and personal response to Roman culture</b>
	<ul style="list-style-type: none"> <li>Selects and includes evidence.</li> <li>Demonstrates knowledge of Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of Roman culture.</li> <li>Makes a personal response to Roman culture, supported with argument.</li> </ul>
<b>Level 4</b>	<b>16–20 (8–10)</b>	<b>24–30 (12–15)</b>
	<ul style="list-style-type: none"> <li>Selects and includes some relevant evidence including some which they have discovered for themselves.</li> <li>Demonstrates knowledge about Roman culture, with some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a satisfactory understanding of Roman culture.</li> <li>Produces a thoughtful personal response to the question about Roman culture that they are investigating, supported with a developed argument.</li> </ul>
<b>Level 3</b>	<b>12–15 (6–7)</b>	<b>16–23 (8–11)</b>
	<ul style="list-style-type: none"> <li>Selects and includes some relevant evidence from a selection provided by the teacher.</li> <li>Demonstrates some knowledge about Roman culture, though detail may be lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of Roman culture.</li> <li>Produces a personal response to the question about Roman culture that they are investigating, with a simple argument to support it.</li> </ul>
<b>Level 2</b>	<b>8–11 (4–5)</b>	<b>8–15 (4–7)</b>
	<ul style="list-style-type: none"> <li>Selects and includes more than one relevant piece of evidence from a small selection provided by the teacher.</li> <li>Demonstrates limited knowledge about Roman culture, with some help from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of Roman culture.</li> <li>Produces a simple personal response to the question about Roman culture that they are investigating, backed up with a very basic reason to support it.</li> </ul>
<b>Level 1</b>	<b>1–7 (1–3)</b>	<b>1–7 (1–3)</b>
	<ul style="list-style-type: none"> <li>Includes a relevant piece of evidence when it is given to them by the teacher <b>or</b> includes no relevant evidence.</li> <li>Demonstrates very limited knowledge with much help from the teacher <b>or</b> no knowledge about Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a very limited understanding <b>or</b> no understanding of Roman culture.</li> <li>Produces a very limited personal response to the question about Roman culture that they are investigating <b>or</b> makes no personal response at all.</li> </ul>

0 marks = no response or no response worthy of credit.



### 3g. Calculating qualification results

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A learner's overall qualification grade for OCR Entry Level Certificate in Latin will be calculated by adding together their marks from the two assessments taken to give their total mark. This mark will then be

compared to the qualification level grade boundaries 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 the processes and deadlines

involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: <http://www.ocr.org.uk/administration>

### 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.

All learners taking an Entry Level Certificate in Latin must be entered for R447.

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

Entry option		Components		
Entry code	Title	Code	Assessment type	Submission method
R447	Latin	01	Non-examined assessment	OCR Repository
		02	Non-examined assessment	Postal Moderation

## 4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR; for further information please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements*

and *Reasonable Adjustments* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>. There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to pages 96–97 in relation to Entry Level Certificate.

Subject to any specified qualification restrictions, if a centre has approval from Access Arrangements Online for access arrangements for a GCSE or GCE candidate, this approval extends to Entry Level Certificate qualifications.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

### Access Arrangements for Entry Level Certificate in Latin.

The arrangements listed on the right may be granted by the centre and do not need to be recorded.

Evidence of need is not required to be held on file.

- Amplification equipment, taped questions and responses
- Bilingual dictionary
- Braille
- Brailing of non-secure assessment material
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Low vision aid/magnifier
- Prompter
- Read Aloud
- Separate invigilation (within the centre)
- Supervised rest breaks
- Transcript
- Word Processor (with spell check and grammar check disabled)

Where permitted by the specification, the arrangements listed to the right may be granted by the centre without prior approval from OCR, but a Form 11 (JCQ/EL/NF) must be completed and kept on the centre's files.

Form 11 is available from [www.jcq.org.uk](http://www.jcq.org.uk).

- Computer Reader
- Extra time in timed assessments
- Practical Assistant
- Reader
- Scribe/Speech Recognition Technology
- Sign Language Interpreter for front page instructions only

The Form 11 (JCQ/EL/NF) must list the names and numbers of candidates who were granted any of these arrangements.

The access arrangements detailed above may be appropriate for candidates with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for candidates with disabilities have not been listed; applications should be made on an individual basis to OCR. Applications received will be considered in the context of the standards which must be met in each unit and the evidence of need. Applications should be made to the Special

Requirements Team at OCR ([ocrspecialrequirements@ocr.org.uk](mailto:ocrspecialrequirements@ocr.org.uk)). The JCQ document A Guide to the Special Consideration Process document should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition or injury, at the time of the examination/assessment. For Entry Level Certificate applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange.

## 4c. Admin of non-exam assessment

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Regulations governing arrangements for internal assessments are contained in the JCQ Instructions for conducting non-examination assessments.

### Level of support

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OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising internally assessed tasks, teachers are expected to: offer candidates advice about how best to approach such tasks exercise supervision of the work in order to monitor progress and to prevent plagiarism ensure

that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures. Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

### Authentication of learner's work

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Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre

inspection service. It must be kept until the deadline has passed for centres to submit an enquiry about results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence can be destroyed.

## Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

## Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

The Entry Level Certificate in Latin requires learners to complete two Language tests and the Roman Culture task(s).

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

## Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the assessment from that centre.

## Moderation

The purpose of moderation is to bring the marking of internally-assessed tasks in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 learners or fewer, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work. See Section 5d on rules on submitting files.

There are two ways to submit a sample:

**Moderation via the OCR Repository** – Where you upload electronic copies of the work included in the

sample to the OCR Repository and your moderator accesses the work from there.

**Postal moderation** – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the three tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder.

For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally-assessed tasks.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

## 4d. Results and certificates

### Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the

minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

### Results

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 assessment

The following supporting information will be available:

- 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 Entry Level Certificate in Latin'.

## 4e. Post-results services

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.

## 4f. Malpractice

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or learners, to OCR [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

## 5 Appendices

### 5a. Awarding of grades

The grades awarded for the Entry Level Certificate in Latin will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

### 5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in Latin, although the assessment requirements are different.

### 5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance and Problem Solving* at Levels 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.

Unit	WwO 1	IoLP 1	PS 1	IT 1
R447	✓	✓	✓	✓

## 5d. Files

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All centres entering learners for the OCR Entry Level Certificate in Latin must submit a sample of learners' files as evidence for moderation. Learners' files can be submitted electronically via the OCR Repository or submitted for postal moderation. See section 4a for the relevant entry codes.

All the Entry Level Latin tasks are internally assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 learners from across the centre's attainment range. Where 10 learners or fewer are entered for the qualification, the centre will submit files for all learners. Files submitted for moderation should be clearly labelled and include the following details:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Task title.

Each learner's file should include a cover sheet with a details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- the two Language tests
- the Roman Culture tasks(s).



## 5e. Syntax and Accidence

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### Verbs

- The forms of regular verbs in all persons in the present, imperfect and perfect tenses of the indicative mood only
- The present infinitive of regular verbs
- The forms of the irregular verb “esse” in the present and imperfect tenses of the indicative mood only
- The forms of the irregular verb “posse” in the present and imperfect tenses of the indicative mood only
- Standard uses of the present, imperfect and perfect tenses

### Nouns

- The forms of the nominative, accusative and dative cases (both singular and plural) of regular nouns of declensions 1–3\*
- Standard uses of the nominative, accusative and dative cases

### Adjectives

- The forms of regular, first and second declension adjectives
- The superlative forms of adjectives contained in the vocabulary list (knowledge of comparative forms of adjectives is not required)
- Agreement of first and second declension adjectives with nouns of the same declensions

### Pronouns

- The forms of the nominative, accusative and dative cases (both singular and plural) of personal pronouns

### Prepositions

- The cases taken by prepositions contained in the vocabulary list\*

### Conjunctions

- The use of connective conjunctions
- The use of the causal conjunction “quod”
- The use of the temporal conjunctions “postquam” and “ubi”

### Sentence structure

- Word order with and without the verb “esse”

### Direct statements and direct questions

*\*prepositional phrases using cases other than the accusative appear at the end of the vocabulary list.*

## 5f. Defined Vocabulary List for Latin Language

In addition to the words printed in the list below, candidates will be expected to be familiar with the following forms:

- superlative forms of all listed adjectives and adverbs
- cardinal numbers 1 to 10

All other words in a passage will be glossed.

### A

ad	+ accusative (also used as prefix with verbs)	preposition	to, towards, at
advenio	advenire, adveni	verb 4	arrive
ager	m	noun 2	field
agricola	m	noun 1	farmer
amicus	m	noun 2	friend
amo	amare, amavi	verb 1	love, like
ancilla	f	noun 1	slave-girl, slave-woman
aqua	f	noun 1	water
audio	audire, audivi	verb 4	hear, listen to

### B

bonus	bona, bonum	adjective	good
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### C

canis	m and f	noun 3	dog
cena	f	noun 1	dinner, meal
cibus	m	noun 2	food
clamo	clamare, clamavi	verb 1	shout
clamor	m	noun 3	shout, shouting, noise
constituo	constituere, constitui	verb 3	decide
consumo	consumere, consumpsi	verb 3	eat
cur?	indeclinable	adverb	why?
curro	currere, cucurri	verb 3	run

D			
do	dare, dedi	verb 1	give
doceo	docere, docui	verb 2	teach
domina	f	noun 1	mistress
dominus	m	noun 2	master
E			
ego		pronoun	I, me
et	indeclinable	conjunction	and
exspecto	exspectare, exspectavi	verb 1	wait for
F			
fabula	f	noun 1	story
facio	facere, feci	verb 3	make, do
femina	f	noun 1	woman
filia	f	noun 1	daughter
filius	m	noun 2	son
fortis	forte	adjective	brave
forum	n	noun 2	market place, forum
H			
habeo	habere, habui	verb 2	have
habito	habitare, habitavi	verb 1	live
hortus	m	noun 2	garden
I			
ibi	indeclinable	adverb	there
in	+ accusative (also used as prefix with verbs)	preposition	into, onto
inquit		verb irregular	he/she says, he/she said
intro	intrare, intravi	verb 1	enter
invito	invitare, invitavi	verb 1	invite
iratus	irata, iratum	adjective	angry

L			
laboro	laborare, laboravi	verb 1	work
laetus	laeta, laetum	adjective	happy
laudo	laudare, laudavi	verb 1	praise
liber	m	noun 2	book
M			
magister	m	noun 1	teacher
magnus	magna, magnum	adjective	big, large, great
mater	f	noun 3	mother
mercator	m	noun 3	merchant
meus	mea, meum	pronoun	my
mitto	mittere, misi	verb 3	send
mox	indeclinable	adverb	soon
multus	multa, multum	adjective	much, many
N			
narro	narrare, narravi	verb 1	tell, relate
nomen	n	noun 3	name
nos		pronoun	we
O			
olim	indeclinable	adverb	once, some time ago
omnis	omne	adjective	all, every
P			
paro	parare, paravi	verb 1	prepare
parvus	parva, parvum	adjective	small
pater	m	noun 3	father
pecunia	f	noun 1	money
per	+ accusative	preposition	through, along
perterritus	perterrita, perterritum	adjective	terrified
plaustrum	n	noun 2	wagon
porto	portare, portavi	verb 1	carry
possum	posse, potui	verb irregular	can, be able

postquam	indeclinable	conjunction	after, when
primus	prima, primum	adjective	first
prope	+ accusative	preposition	near
puella	f	noun 1	girl
puer	m	noun 2	boy
pugno	pugnare, pugnavi	verb 1	fight
<b>Q</b>			
quis?	quid?	pronoun	who? what?
quod	indeclinable	conjunction	because
quoque	indeclinable	conjunction	also, too
<b>R</b>			
rideo	ridere, risi	verb 2	laugh, smile
rogo	rogare, rogavi	verb 1	ask, ask for
Romanus	Romana, Romanum	adjective	Roman
<b>S</b>			
saepe	indeclinable	adverb	often
saluto	salutare, salutavi	verb 1	greet
scribo	scribere, scripsi	verb 3	write
sed	indeclinable	conjunction	but
sedeo	sedere, sedi	verb 2	sit
servo	servare, servavi	verb 1	save, protect, keep
servus	m	noun 2	slave
solus	sola, solum	adjective	alone, lonely, only, on one's own
specto	spectare, spectavi	verb 1	look at, watch
statim	indeclinable	adverb	at once, immediately
sto	stare, steti	verb 1	stand
stultus	stulta, stultum	adjective	stupid, foolish
subito	indeclinable	adverb	suddenly
sum	esse, fui	verb irregular	be

## T

taberna	f	noun 1	shop, inn
tandem	indeclinable	adverb	at last, finally
timeo	timere, timui	verb 2	fear, be afraid
tu		pronoun	you (singular)

## U

ubi	indeclinable	adverb	where? where, when
urbs	f	noun 3	city, town

## V

venio	venire, veni	verb 4	come
via	f	noun 1	street, road, way
video	videre, vidi	verb 2	see
villa	f	noun 1	house, country villa
vinum	n	noun 2	wine
vir	m	noun 2	man
visito	visitare	verb 1	visit
voco	vocare, vocavi	verb 1	call
vos		pronoun	you (plural)

## Prepositional Phrases

in foro			in the forum
ex foro			from the forum
Romae			at Rome
ex urbe			from the city
in aqua			in the water
ex agris			from the fields
cum amicis			with friends
in plaustro			in the wagon
in taberna			in the shop/inn
Roma			from Rome

## Summary of updates

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Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer

Contact the team at:

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