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# Classics

**GCSE 2012**

**Latin**

Specification

J281 – Full Course

J081 – Short Course

Version 1

April 2012



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**DON'T FORGET** – you can download a copy of this specification and all our support materials at [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)



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## 1.1 Overview of GCSE Latin and GCSE (Short course) Latin

## Full Course

*A401 – Latin Language 1  
(Mythology and Domestic Life)*

Written paper

1 hour – 60 marks

25% of the qualification

+

*A402 – Latin Language 2  
(History)*

Written paper

1 hour – 60 marks

25% of the qualification

+

Two units out of:

*A403 –  
Latin Prose  
Literature*

Written paper

1 hour – 50  
marks

25% of the  
qualification

*A405 –  
Sources for  
Latin*

Written paper

1 hour – 50  
marks

25% of the  
qualification

*A404 – Latin Verse  
Literature*

Written paper

1 hour – 50 marks

25% of the qualification

## Short Course

*A401 – Latin Language  
1 (Mythology and  
Domestic Life)*

Written paper

1 hour – 60 marks

50% of the qualification

+

One unit out of:

*A403 –  
Latin Prose  
Literature*

Written paper

1 hour – 50  
marks

50% of the  
qualification

*A405 –  
Sources for  
Latin*

Written paper

1 hour – 50  
marks

50% of the  
qualification

*A404 – Latin Verse  
Literature*

Written paper

1 hour – 50 marks

50% of the qualification

All papers in the full and short course are offered at both foundation and higher tier.

## 1.2 Guided learning hours

GCSE Latin requires 120–140 guided learning hours in total.

GCSE (Short Course) Latin requires 60–70 guided learning hours in total.

## 1.3 Aims and learning outcomes

GCSE specifications in classical subjects should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of these specifications in Latin are to encourage candidates to:

- develop an appropriate level of competence in the Latin language
- develop a sensitive and analytical approach to language generally
- develop and apply analytical and evaluative skills at an appropriate level
- make an informed, personal response to the material studied
- actively engage in the process of enquiry into the classical world so that they develop as effective and independent learners and as critical and reflective thinkers
- 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 and of the similarities and differences between the classical world and later times.

## 1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

### 2.1 Unit A401: *Latin Language 1 (Mythology and Domestic Life)*

The theme of the subject matter for this unit is mythological or related to Roman domestic life.

Candidates should be able to:

- recognise, analyse and/or deploy, as appropriate, the accidence and syntax for Higher Tier or for Foundation Tier (as appropriate) listed in Appendices A1 and A2
- demonstrate knowledge of the Higher Tier or Foundation Tier vocabulary (as appropriate) in the GCSE Vocabulary Lists for this unit
- answer a variety of comprehension questions in English, including questions about the derivation of English words from Latin as evidence of the continuing influence of the classical world on later times
- translate a short extract of unseen Latin of approximately 45–55 words (Higher Tier) or 40–45 words (Foundation Tier) into English.

### 2.2 Unit A402: *Latin Language 2 (History)*

The theme of the subject matter for this unit is history.

Candidates should be able to:

- recognise, analyse and/or deploy, as appropriate, the accidence and syntax for Higher Tier or for Foundation Tier (as appropriate) listed in Appendices B1 and B2
- demonstrate knowledge of the Higher Tier or Foundation Tier vocabulary (as appropriate) in the GCSE Vocabulary Lists for this unit
- answer a variety of comprehension questions in English
- translate a passage of unseen Latin of approximately 80–90 words (Higher Tier) or 65–70 words (Foundation Tier) into English.

**Please note that Unit A402 is not available for GCSE (Short Course) Latin.**

### 2.3 Unit A403: *Latin Prose Literature*

Candidates should be able to:

- demonstrate an understanding of Latin prose literature by translation and/or explanation of words, phrases, sentences or passages of the original Latin text
- demonstrate an understanding of the cultural content and context of the prose literature
- demonstrate an appreciation of literary effects such as simile, metaphor, alliteration, assonance and the author's use of rhythm, words and word order, as appropriate to the text studied
- evaluate, analyse and produce personal responses to the Latin prose literature they have studied.

Foundation Tier candidates will not be required to translate passages of the text from Latin to English, but may be asked to select and translate a Latin word or phrase in response to a comprehension question.

Candidates prepare **one** prose set text prescription. For Higher Tier, approximately 135 lines (approximately 1070–1080 words) will be set for each prose set text prescription. For Foundation Tier, approximately 100 lines (approximately 800–810 words) will be set for each prose set text prescription.

Cycle of texts: each set text prescription will be examined for a maximum of two years.

**Details of set texts can be found on the [OCR website](#).**

## 2.4 Unit A404: *Latin Verse Literature*

Candidates should be able to:

- demonstrate an understanding of Latin verse literature by translation and/or explanation of words, phrases, sentences or passages of the original Latin text
- demonstrate an understanding of the cultural content and context of the verse literature
- demonstrate an appreciation of literary effects such as simile, metaphor, alliteration, assonance and the author's use of rhythm, words and word order, as appropriate to the text studied
- evaluate, analyse and produce personal responses to the Latin verse literature they have studied.

Foundation Tier candidates will not be required to translate passages of the text from Latin to English, but may be asked to select and translate a Latin word or phrase in response to a comprehension question.

Candidates prepare **one** verse set text prescription. For Higher Tier, approximately 135 lines will be set for each verse set text prescription. For Foundation Tier, approximately 100 lines will be set for each verse set text prescription.

Cycle of texts: each set text prescription will be examined for a maximum of two years.

**Details of set texts can be found on the [OCR website](#).**

## 2.5 Unit A405: *Sources for Latin*

This unit will:

- introduce candidates to primary source material as evidence for aspects of Roman life
- develop candidates' skills in identifying and responding to evidence
- encourage candidates to relate their understanding of evidence to their study of language and literature.

The emphasis of this unit is on the skills required in analysing, evaluating and responding to primary sources: questions will be set on **both** the core prescribed items of primary source material listed below **and** other items of primary source material with related subject matter.

Candidates should be able to:

- demonstrate an understanding of literature and other primary sources related to the society and values of the Roman world
- demonstrate knowledge of distinctive broad aspects of Roman civilisation derived from primary sources
- select and organise information
- respond to primary sources as evidence of the Roman world
- evaluate the usefulness of the primary sources as evidence through comprehension and comparison
- analyse the primary sources and recognise where there are gaps in the evidence, distortion for literary effect or bias.

Candidates study primary source material relating to the following aspects of Roman civilisation.

**1 Work and domestic life**

- houses
- water supply
- women
- occupations (e.g. engineering, army, farming, work carried out by women, slaves and freedmen).

**2 Social life and entertainment**

- food and drink
- patronage
- baths
- religion
- chariot racing
- the amphitheatre.

Items of primary source material will normally provide evidence for several aspects of Roman civilisation. A booklet of Core Primary source material is provided on the [OCR website](#).

Core Primary source material:

- pictures of houses from Pompeii and Ostia
- Columella on houses and farming *On Agriculture* 1.6.1–11, 18–24, slaves *On Agriculture* 1.8.1, 2, 5, 6, 9, 10, 11, 16, 18, 19, women *On Agriculture* 12.3.5, 6, 8, 9
- pictures of water engineering
- Vitruvius on the water supply *On Architecture* 8.6.1–2
- inscriptions as evidence for various aspects, including women, occupations – freedmen, soldiers, games, circus and religion
- Pliny on slaves *Letters* 8.16
- Juvenal on Rome and houses *Satires* 3.180–248, on women and gladiators *Satires* 6.103–113
- Vegetius on army training *Epitoma rei militaris* 1.1, 9–11, 14, 18, 19, 21; 2.23, 25
- Extracts from the *Edict of Diocletian* as evidence for occupations and goods (*CIL* 3, pp. 805, 806, 808, 809)\*
- Cicero on occupations *De Officiis* 1.42, 2.25
- pictures of cooking vessels and food
- Horace on food and drink, town and country *Satires* 2.6
- Apuleius on slaves in a mill *The Golden Ass* 9.12
- Seneca the Younger on the amphitheatre *Letters* 7.2–5, on baths, *Letters* 56.1–2
- archaeological evidence of baths, including bath complexes of Roman Britain
- Ovid on chariot racing, social life and religion *Amores* 3.2
- Ovid on religion (remembering the dead *Fasti* 2.533–570), (Terminus *Fasti* 2.639–662), (spring festival of Anna Perenna *Fasti* 3.523–542)

- Martial on social life (patrons and clients *Epigrams* 3.60, 5.22, 6.88, 10.74, 12.82), (games *Epigrams* 5.24), (chariot racing *Epigrams* 10.53), (food and dining *Epigrams* 5.78)
- pictures of chariot racing
- Augustus on gladiatorial games *Res Gestae* 22
- Augustine on the amphitheatre *Confessions* 6.9
- Cicero on the amphitheatre *Tusculan Disputations* 2.17.41
- Suetonius on gladiators Caligula 35.2.

Many of these sources are in Shelton, Jo-Ann (1998 2nd edition), *As the Romans Did*, OUP: further guidance on primary sources and useful books is provided in the Teacher Handbook.

\*For copyright reasons, these extracts are not included in the Sources booklet provided by OCR.

## 2.6 Content of GCSE (Short Course) Latin

For the GCSE (Short Course) Latin candidates must take language Unit A401 and one further unit chosen from units A403, A404 and A405.

**Unit A402 is not available for GCSE (Short Course) Latin.**

## 3.1 Overview of the assessment in GCSE Latin

For GCSE Latin candidates must take units A401, A402 and **two** further units chosen from units A403, A404 and A405.

## GCSE Latin (J281)

Unit A401: *Latin Language 1 (Mythology and Domestic Life)*

25% of the total GCSE marks

1 hour written paper

60 marks

This unit tests understanding of unseen Latin: the passages will recount a story or stories drawn from mythology or Roman domestic life.

Foundation and Higher Tier candidates answer comprehension questions in English, including questions about the derivation of English words from Latin. Foundation Tier candidates translate a short extract of approx 40–45 Latin words into English. Higher Tier candidates translate a short extract of approx 45–55 Latin words into English.

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Candidates answer **all** the questions.

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This unit is externally assessed.

Unit A402: *Latin Language 2 (History)*

25% of the total GCSE marks

1 hour written paper

60 marks

This unit tests understanding of unseen Latin: the passages will recount a story or stories drawn from history.

Foundation and Higher Tier candidates answer comprehension questions in English. Foundation Tier candidates translate a passage of approx 65–70 Latin words into English. Higher Tier candidates translate a passage of approx 80–90 Latin words into English.

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Candidates answer **all** the questions.

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This unit is externally assessed.

Unit A403: *Latin Prose Literature*

25% of the total GCSE marks

1 hour written paper

50 marks

This unit tests understanding and appreciation of a prepared set text. There are two sections: candidates choose Section A **or** Section B. Each section has questions on a specific prose text prescription.

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Questions require:

- short answers in English
  - tick box responses
  - extended responses in English (with marks awarded for the quality of written communication).
-

Foundation Tier: there are literary appreciation questions (10 marks) on an extract of Latin. An English translation is provided to support understanding but candidates must refer to the Latin passage to support their answer.

Foundation Tier candidates will not be required to translate passages of the text from Latin to English, but may be asked to select and translate a Latin word or phrase in response to a comprehension question.

Higher Tier: there are literary appreciation questions (10 marks) on an extract of Latin. Candidates must refer to the Latin text to support their answer.

This unit is externally assessed.

### Unit A404: *Latin Verse Literature*

25% of the total GCSE marks

1 hour written paper

50 marks

This unit tests understanding and appreciation of a prepared set text. There are two sections: candidates choose Section A or Section B. Each section has questions on a specific verse text prescription.

Questions require:

- short answers in English
- tick box responses
- extended responses in English (with marks awarded for the quality of written communication).

Foundation Tier: there are literary appreciation questions (10 marks) on an extract of Latin. An English translation is provided to support understanding but candidates must refer to the Latin passage to support their answer.

Foundation Tier candidates will not be required to translate passages of the text from Latin to English, but may be asked to select and translate a Latin word or phrase in response to a comprehension question.

Higher Tier: there are literary appreciation questions (10 marks) on an extract of Latin. Candidates must refer to the Latin text to support their answer.

This unit is externally assessed.

### Unit A405: *Sources for Latin*

25% of the total GCSE marks

1 hour written paper

50 marks

This unit tests understanding and analysis of primary source material.

Foundation and Higher Tier questions require:

- short answers in English
- tick box responses
- extended responses in English (with marks awarded for the quality of written communication).

Candidates answer **all** the questions.

This unit is externally assessed.

### 3.2 Overview of the assessment in GCSE (Short Course) Latin

For GCSE (Short Course) Latin candidates must take language unit A401 and **one** further unit chosen from units A403, A404 or A405.

#### GCSE (Short Course) Latin (J081)

##### Unit A401: *Latin Language 1 (Mythology and Domestic Life)*

50% of the total GCSE (Short Course) marks

The content is the same as for Unit A401 (see section 3.1).

1 hour written paper

60 marks

##### Unit A403: *Latin Prose Literature*

50% of the total GCSE (Short Course) marks

The content is the same as for Unit A403 (see section 3.1).

1 hour written paper

50 marks

##### Unit A404: *Latin Verse Literature*

50% of the total GCSE (Short Course) marks

The content is the same as for Unit A404 (see section 3.1).

1 hour written paper

50 marks

##### Unit A405: *Sources for Latin*

50% of the total GCSE (Short Course) marks

The content is the same as for Unit A405 (see section 3.1).

1 hour written paper

50 marks

Please note that Unit A402 is not available for GCSE (Short Course) Latin.

### 3.3 Tiers

All written papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades G to C and Higher Tier papers assess Grades D to A\*. An allowed grade E may be awarded on the Higher Tier components.

In Units A401, A402, A403, A404 and A405, candidates are entered for an option in either the Foundation Tier or the Higher Tier.

Candidates may enter for either the Foundation Tier or Higher Tier in each of the externally assessed units. So a candidate may take for example A401/F and A403/H.

### 3.4 Assessment objectives (AOs)

Candidates are expected to:

<b>AO1</b>	demonstrate knowledge and understanding of language
<b>AO2</b>	demonstrate an understanding and an appreciation of literature and/or other sources related to society and values of the classical world through analysis, evaluation and response.

#### 3.4.1 AO weightings – GCSE Latin (Full Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE		Total
	AO1	AO2	
Unit A401: <i>Latin Language 1 (Mythology and Domestic Life)</i>	25%	0%	25%
Unit A402: <i>Latin Language 2 (History)</i>	25%	0%	25%
A403: <i>Latin Prose Literature</i> <b>or</b> A404: <i>Latin Verse Literature</i> <b>or</b> A405: <i>Sources for Latin</i>	0%	25%	25%
A403: <i>Latin Prose Literature</i> <b>or</b> A404: <i>Latin Verse Literature</i> <b>or</b> A405: <i>Sources for Latin</i>	0%	25%	25%
Total	50%	50%	100%

### 3.4.2 AO weightings – GCSE (Short Course) Latin

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

	AO1	AO2	
Unit A401: <i>Latin Language 1 (Mythology and Domestic Life)</i>	50%	0%	50%
A403: <i>Latin Prose Literature</i> <b>or</b> A404: <i>Latin Verse Literature</i> <b>or</b> A405: <i>Sources for Latin</i>	0%	50%	50%
Total	50%	50%	100%

### 3.5 Grading and awarding grades

GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 60/100.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	f	g	
F	25%	69	/	/	/	60	50	40	30	20	0
H	25%	100	90	80	70	60	50	45	/	/	0

Higher tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher tier candidates who miss the allowed grade 'e' will be graded as 'u'.

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Maximum Uniform Mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	400	360	320	280	240	200	160	120	80	0
GCSE (Short Course)	200	180	160	140	120	100	80	60	40	0

The candidate's grade will be determined by the total uniform mark.

### 3.6 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

#### 3.6.1 Grade F

Candidates demonstrate some basic knowledge and understanding of the meaning of vocabulary and of simple grammatical constructions.

They have a basic knowledge and understanding of prescribed texts in the original language. They identify simple narrative aspects.

They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the Roman world.

They select and use evidence, draw simple conclusions and, where appropriate, make simple comparisons between the classical world and later times.

### 3.6.2 Grade C

Candidates demonstrate sound knowledge and understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions.

They have sound knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style.

They demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the Roman world.

They analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

### 3.6.3 Grade A

Candidates demonstrate detailed knowledge and understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions.

They have a detailed knowledge and thorough understanding of prescribed texts in the original language. They make an informed personal response to an author's ideas, opinions, and literary techniques.

They demonstrate a detailed knowledge and thorough understanding of the customs, institutions, events and achievements of the Roman world.

They evaluate evidence in depth to draw informed conclusions, and, where appropriate, make perceptive comparisons between the classical world and later times.

## 3.7 Quality of written communication

Quality of written communication is assessed in units A403, A404 and A405 and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

## 4.1 Free resources available from the OCR website

The following materials will be available on the [OCR website](#):

- GCSE Latin [Specification](#)
- [specimen assessment materials](#) for each unit
- [Teacher's handbook](#)
- [sample schemes of work and lesson plans](#)
- [sources for Latin](#)
- [Unit A401 A402 Foundation and Higher vocabulary lists](#)
- [Unit A403 Section A resources](#)
- [Unit A404 Section A resources](#).

## 4.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

### 4.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support material.



Oxford University Press is the publisher partner for OCR GCSE Latin.

Oxford University Press produces the following resources for OCR GCSE Latin:

- *OCR Latin Anthology for GCSE (Students' Book)*, McDonald, P and Widdess M, ISBN 978-0198329329
- *OCR Latin Anthology for GCSE (Teacher's Book)*, McDonald, P and Widdess M, ISBN 978-0198329312

### 4.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

## 4.3 OCR support services

### 4.3.1 Active Results

Active Results is available to all centres offering OCR's GCSE Latin specifications.

**active**results

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 4.3.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

### 4.3.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

### 5.1 Equality Act information relating to GCSE Latin

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in these specifications are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Y	Only allowed to read in English
Scribes	Y	Only allowed for writing in English
Practical assistants	Y	All written examinations
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	Only allowed to sign English parts of the examination
Modified question papers	Y	All written examinations
Extra time	Y	All written examinations

### 5.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated
- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE Latin and GCSE \(Short Course\) Latin \(August 2009\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

## 6.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Latin certification is available in June 2014 and each June thereafter.

GCSE (Short Course) Latin certification is available in June 2014 and each June thereafter.

	Unit A401	Unit A402	Unit A403	Unit A404	Unit A405	Certification availability
June 2014	✓	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓	✓

## 6.2 Certification rules

For GCSE Latin and GCSE (Short Course) Latin, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Latin and GCSE (Short Course) Latin can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) Latin and decide to move on to GCSE Latin will need to re-take all of the GCSE (Short Course) Latin units alongside the additional units required for GCSE Latin. The new results for the units that have been re-taken will then be used to calculate the GCSE Latin grade. Any results previously achieved cannot be re-used.

### 6.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

### 6.4 Making entries

#### 6.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For all the units candidates must be entered for only one component using the appropriate unit entry code from the table below. It is not possible for a candidate to take more than one component for a particular unit within the same series; however, different units may be taken at different tiers.

Unit entry code	Component code	Assessment method	Unit titles
A401/F	01	Foundation	<i>Latin Language 1 (Mythology and Domestic Life)</i>
A401/H	02	Higher	
A402/F	01	Foundation	<i>Latin Language 2 (History)</i>
A402/H	02	Higher	
A403/F	01	Foundation	<i>Latin Prose Literature</i>
A403/H	02	Higher	
A404/F	01	Foundation	<i>Latin Verse Literature</i>
A404/H	02	Higher	
A405/F	01	Foundation	<i>Sources for Latin</i>
A405/H	02	Higher	

#### 6.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Latin certification code J281
- GCSE (Short Course) Latin certification code J081.

## 6.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide: *14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

## 6.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 6610.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

**7.1 Overlap with other qualifications**

There is no significant overlap between the content of these specifications and that for other GCSE qualifications.

**7.2 Progression from this qualification**

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

**7.3 Avoidance of bias**

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

**7.4 Regulatory requirements**

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice* and the *GCSE subject criteria for Classics*. All documents are available on the [Ofqual website](#).

**7.5 Language**

These specifications and associated assessment materials are in English. The assessments may also be taken through the medium of Welsh.

**7.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues**

The study of Latin contributes to an understanding of these issues by:

- presenting the study of a culture or cultures different from the candidate's own, and of their moral values and religious beliefs
- promoting awareness of aspects of human life other than the physical and material
- providing opportunities for the analysis of works of literature, art and other primary sources which offer a profound insight into the morality of human behaviour.

### 7.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

There are no sustainable development issues or health and safety considerations in these specifications.

As these specifications focus on a society which forms the root of large sections of modern European culture, the European dimension is an inherent part of them. Candidates have the opportunity to discover how elements of the ethos of the Ancient World are still prevalent in Europe today.

### 7.8 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. 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 Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A401	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A402	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A403	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A404	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A405	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

### 7.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Latin.

The assessment of this course offers candidates the opportunity to study aspects of the social, cultural and historical achievements of the civilisation of ancient Rome and to develop a competence in the Latin language. This study may be promoted by the use of a variety of resources, including electronic media such as CD-ROMs and websites. Lexical tools, such as dictionaries and wordlists, are available online via websites and CD-ROM. The [Defined Vocabulary Lists](#) for these specifications are available in spreadsheet form (Microsoft Excel file) from the OCR website and use of this electronic form of the vocabulary list will enhance candidates' familiarity with spreadsheets.

## 7.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Through the study of Latin literature and Roman civilisation candidates learn about the religious, moral, ethical, social and cultural values of the Romans. This provides candidates, through comparison of Roman values with their own values and those of society today, with opportunities to:

- experience, appreciate and relate to a culture far removed from their own
- explore and discuss with others spiritual issues and religious beliefs
- reach moral judgements and express personal views on moral and ethical issues
- analyse the conduct of individuals and society as a whole
- explore notions of family, community, and society, and their impact on individuals and groups
- consider how cultural issues are portrayed through literature.

The study of cultural issues helps candidates develop the skills of enquiry and communication by providing opportunities to:

- research political, spiritual, moral, social and cultural issues from a variety of sources
- express, justify and defend orally and in writing personal opinions about such issues
- contribute to group and exploratory class discussions.

# Appendix A1: Unit A401 Latin Accidence and Syntax – Higher Tier

A

## Unit A401 Higher Tier

### Accidence

The forms of regular nouns of declensions 1–3.

The forms of regular verbs in all moods, voices and tenses, **except for** the future perfect indicative, present and perfect subjunctives, future passive infinitive, supine and gerund.

The forms of regular adjectives and adverbs of all standard types.

The forms of pronouns and pronominal adjectives contained in the vocabulary list.

The comparative and superlative forms of adjectives and adverbs contained in the vocabulary list.

The forms of the irregular nouns, verbs and adjectives contained in the vocabulary list.

### Syntax

Standard uses of the cases.

Expressions of time.

Comparison including the ablative of comparison.

The use of the 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 vocabulary list.

Direct statements.

Direct questions.

The uses of the participle including the Ablative Absolute construction.

Conditional sentences with the indicative.

Relative clauses **excluding** *qui* + subjunctive.

Indirect statements.

Indirect commands.

Indirect questions.

Purpose clauses introduced by *ut* and *ne*.

Result clauses.

Temporal clauses with the indicative or subjunctive.

Causal clauses introduced by *quod* and *cum*.

Concessive clauses introduced by *quamquam*.

The meaning of any declension 4 and 5 nouns used on the question paper will be given in the glossary, along with the case and number (singular or plural).

# A Appendix A2: Unit A401 Latin Accidence and Syntax – Foundation Tier

## Unit A401 Foundation Tier

### Accidence

The forms of regular nouns of declensions 1–3.

The forms of regular verbs in all moods, voices and tenses, **except for** the first and second persons of the passive forms of the verb, the future perfect indicative, present and perfect subjunctives, future passive infinitive, supine, gerund and gerundive (knowledge of deponent verbs is not required).

The forms of regular adjectives and adverbs of all standard types.

The forms of pronouns and pronominal adjectives contained in the vocabulary list.

The comparative and superlative forms of adjectives and adverbs contained in the vocabulary list.

The forms of the irregular nouns, verbs and adjectives contained in the vocabulary list.

### Syntax

Standard uses of the cases.

Expressions of time.

Comparison including the ablative of comparison.

The use of the 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 vocabulary list.

Direct statements.

Direct questions.

The uses of the participle **excluding** the Ablative Absolute construction.

Conditional sentences with the indicative.

Relative clauses **excluding** *qui* + subjunctive.

Indirect statements.

Indirect commands (knowledge of negative indirect commands is not required).

Indirect questions.

Purpose clauses introduced by *ut*.

Result clauses.

Temporal clauses with the indicative or subjunctive.

Causal clauses introduced by *quod* and *cum*.

Concessive clauses introduced by *quamquam*.

The meaning of any declension 4 and 5 nouns used on the question paper will be given in the glossary, along with the case and number (singular or plural).

## Unit A402 Higher Tier

### Accidence

The forms of regular nouns of all declensions.

The forms of regular and deponent verbs in all moods, voices and tenses, including the gerundive, **except for** the future perfect indicative, present and perfect subjunctives, future passive infinitive, supine and gerund.

The forms of regular adjectives and adverbs of all standard types.

The forms of pronouns and pronominal adjectives contained in the vocabulary list.

The comparative and superlative forms of adjectives and adverbs contained in the vocabulary list, including irregularly formed comparatives and superlatives.

The forms of the irregular nouns, verbs and adjectives contained in the vocabulary list.

### Syntax

Standard uses of the cases.

Expressions of time.

Comparison including the ablative of comparison.

The use of the 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 vocabulary list.

Direct statements.

Direct questions.

Direct commands.

Prohibitions with *noli* and *nolite*.

The uses of the participle including the Ablative Absolute construction.

The use of the gerundive with *ad* to express purpose.

Conditional sentences with the indicative.

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*.

## B Appendix B2: Unit A402 Latin Accidence and Syntax – Foundation Tier

### Unit A402 Foundation Tier

#### Accidence

The forms of regular nouns of all declensions.

The forms of regular verbs in all moods, voices and tenses, **except for** the first and second persons of the passive forms of the verb, the future perfect indicative, present and perfect subjunctives, future passive infinitive, supine, gerund and gerundive (knowledge of deponent verbs is not required).

The forms of regular adjectives and adverbs of all standard types.

The forms of pronouns and pronominal adjectives contained in the vocabulary list.

The comparative and superlative forms of adjectives and adverbs contained in the vocabulary list, including irregularly formed comparatives and superlatives.

The forms of the irregular nouns, verbs and adjectives contained in the vocabulary list.

#### Syntax

Standard uses of the cases.

Expressions of time.

Comparison including the ablative of comparison.

The use of the 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 vocabulary list.

Direct statements.

Direct questions.

Direct commands.

The uses of the participle **excluding** the Ablative Absolute construction.

Conditional sentences with the indicative.

Relative clauses **excluding** *qui* + subjunctive.

Indirect statements.

Indirect commands (knowledge of negative indirect commands is not required).

Indirect questions.

Purpose clauses introduced by *ut*.

Result clauses.

Temporal clauses with the indicative or subjunctive.

Causal clauses introduced by *quod* and *cum*.

Concessive clauses introduced by *quamquam*.



## YOUR CHECKLIST

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

- Bookmark [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates).
- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our Classics social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

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

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

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