

# specification

June 2010

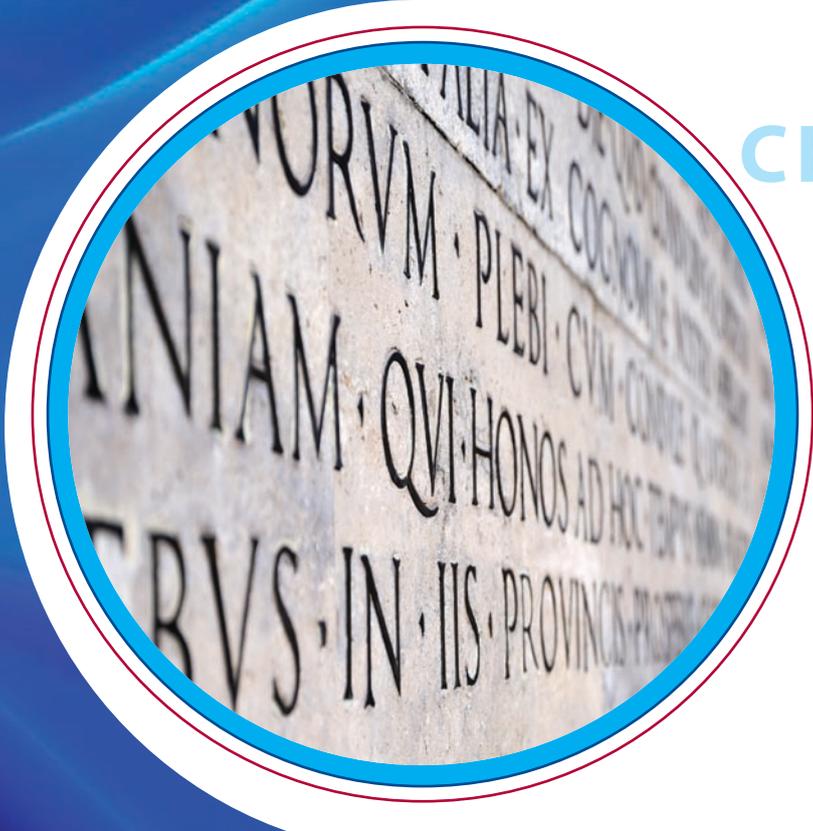
ENTRY LEVEL – LATIN SPECIFICATION

## ENTRY LEVEL CERTIFICATE IN **LATIN**

R445

For teaching from September 2010

[www.ocr.org.uk/el2010/latin](http://www.ocr.org.uk/el2010/latin)



## Why choose OCR Entry Level Certificate in Latin?

Our Entry Level Certificate in Latin has been carefully designed to meet the needs of learners who:

- Are studying Latin on a reduced timetable
- Would find GCSE Latin courses too demanding
- Are not intending to continue their studies to GCSE.

The Entry Level Certificate in Latin can be used as a stand alone qualification or it can be a stepping stone to further study of Latin at GCSE and A Level.

You'll 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.

## Flexibility of content

The course allows you to support your learner's study of Latin language with a component on Roman culture. You can choose topics that you feel will best support your learners' study. These can focus on; literature (either in Latin or in translation) study of a Roman site, Roman artefacts or topics such as slavery, Roman education, gladiators or the Roman army.



# Contents

<b>1</b>	<b>Introduction to Entry Level Certificate in Latin</b>	<b>5</b>
1.1	Overview of OCR Entry Level Certificate in Latin	5
1.2	Guided Learning Hours	5
<b>2</b>	<b>Content of Entry Level Certificate in Latin</b>	<b>6</b>
	Specified Content R445: Entry Level Certificate in Latin	6
<b>3</b>	<b>Assessment of Entry Level Certificate in Latin</b>	<b>7</b>
3.1	Overview of the assessment in Entry Level Latin	7
3.2	Assessment availability	9
3.3	Assessment Objectives	9
3.4	Assessment Objectives weightings – Entry Level Certificate in Latin	9
3.5	Awarding of grades	9
<b>4</b>	<b>Regulations for internally assessed work</b>	<b>10</b>
4.1	Internal Assessment Tasks	10
4.2	Supervision and authentication of internally assessed work	11
4.3	Production and presentation of internally assessed work	12
4.4	Annotation of candidates' work	12
4.5	Moderation	13
4.6	Minimum requirements for internally assessed work	14
4.7	Submitting the moderation samples via the OCR Repository	14
<b>5</b>	<b>Support for Entry Level Certificate in Latin</b>	<b>15</b>
5.1	Free resources available from the OCR website	15
5.2	Training	15
5.3	OCR Support Services	15
<b>6</b>	<b>Access arrangements for Entry Level Certificate in Latin</b>	<b>16</b>
<b>7</b>	<b>Administration of Entry Level Certificate in Latin</b>	<b>17</b>
7.1	Registration and entries	17
7.2	Entry Deadlines	18
7.3	Grading and award of certificates	18
7.4	Qualification re-sits	18
7.5	Enquiries about results	18
7.6	Restrictions on candidates entries	18

<b>8</b>	<b>Other information about Entry Level Certificate in Latin</b>	<b>19</b>
8.1	Overlap with other qualifications	19
8.2	Progression from this qualification	19
8.3	Avoidance of bias	19
8.4	Regulatory Requirements	19
8.5	Language	19
8.6	Spiritual, moral, ethical, social, legislative, economic and cultural issues	19
8.7	Sustainable development, health and safety considerations and European developments, consistent with international agreements	20
8.8	Key skills	20
8.9	Citizenship.	21
<hr/>		
	<b>Appendix A: Guidance for the production of electronic internal assessment</b>	<b>22</b>
	<b>Appendix B: Component 1: Language Vocabulary List</b>	<b>24</b>
	<b>Appendix C: Latin Grammar</b>	<b>31</b>
	<b>Appendix D: Marking criteria for Component 2: Roman Culture</b>	<b>32</b>

# 1 Introduction to Entry Level Certificate in Latin

## 1.1 Overview of OCR Entry Level Certificate in Latin

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### Entry Level Latin R445

<b>Component 1</b>  <i>Latin language</i>  50% of the qualification  40 marks	<b>Two tests</b>  Test 1: Vocabulary, Origins of Words and Grammar  Test 2: Comprehension and Translation Skills  Internally assessed; externally moderated
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<b>Component 2</b>  <i>Roman Culture</i>  50% of the qualification  40 marks	<b>One task of 400 words Or Two tasks of 200 words</b>  Set by teachers  Internally assessed; externally moderated
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## 1.2 Guided Learning Hours

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There are no specified guided learning hours for this course but typically the course could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

## 2 Content of Entry Level Certificate in Latin

Candidates will follow a course which supports the OCR GCSE Full Course Latin specification. Centres may find a variety of course books helpful in the preparation of their candidates.

### Specified Content R445: Entry Level Certificate in Latin

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The Entry Level Certificate in Latin comprises one Internal Assessment unit available in June only. This unit is divided into two components:

#### Component 1: Latin language

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Candidates should be able to demonstrate:

- knowledge of the vocabulary listed in **Appendix B** and the grammar contained in **Appendix C**
- comprehension skills
- simple translation skills.

#### Vocabulary

The vocabulary list in **Appendix B** 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 Foundation Level GCSE 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 C**.

#### Component 2: Roman culture

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Candidates should be able to demonstrate knowledge, understanding and personal response to one or two aspects of Roman culture:

- 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.

# 3 Assessment of Entry Level Certificate in Latin

## 3.1 Overview of the assessment in Entry Level Latin

### Entry Level Certificate in Latin R445

#### Component 1: Latin Language

50% of the total marks  
2 x 20 minute tests  
Each test = 20 marks  
40 marks in total

**Two tests** from a bank of internal assessment tests set by OCR. These will be available from Interchange. Guidance on how to access internal assessment tasks from Interchange is available on the OCR website. Centres must ensure that candidates 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**

Candidates 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**

Candidates 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 marked and externally moderated.

## Component 2: Roman Culture

50% of the total marks  
40 marks in total

Tasks will be set by centres and marked using marking criteria provided by OCR (see Appendix D).

The tasks should assess Assessment Objective 2 (AO2), 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.

Tests are internally marked and externally moderated.

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## 3.2 Assessment availability

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There is one assessment series each year in June (starting in 2011).

## 3.3 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

<b>AO1</b>	Candidates demonstrate knowledge and understanding of Latin language.
<b>AO2</b>	Candidates demonstrate knowledge and understanding through a personal response to Roman culture.

## 3.4 Assessment Objectives weightings – Entry Level Certificate in Latin

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

<b>Components</b>	<b>% of Entry Level</b>		<b>Total %</b>
	<b>AO1</b>	<b>AO2</b>	
Component: Latin Language	50		50
Component 2: Roman Culture		50	50
Total	50	50	100

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## 3.5 Awarding of grades

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The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3, with Entry 3 being the highest grade available.

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

<b>Specification Grade</b>	<b>Entry 3</b>	<b>Entry 2</b>	<b>Entry 1</b>
Target	80%	60%	40%

# 4 Regulations for internally assessed work

## 4.1 Internal Assessment Tasks

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All internal assessment tests for Component 1: Latin Language are set by OCR.

The internal assessment tasks for Component 2: Roman Culture are set by the centre. OCR will provide guidance in the form of exemplar tasks.

OCR set internal assessment tasks will be available from Interchange. Guidance on how to access internal assessment tasks from Interchange is given on the OCR website:

<http://www.ocr.org.uk/interchange/repository/index.aspx>

## 4.2 Supervision and authentication of internally assessed work

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### Component 1: Latin Language

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OCR expects teachers to supervise candidates who are undertaking Component 1 Entry Level tests, all of which are internally assessed.

When taking the tests, candidates may **not** have access to:

- dictionaries/glossaries/vocabulary list
- class workbooks.

When taking the tests, candidates may **not** have help from any other persons, such as:

- the teacher
- classmates
- other people by electronic means.

### Component 2: Roman Culture

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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 judgments 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.

Candidates should be allowed sufficient time to complete the task(s). OCR anticipates that candidates will require approximately 5 hours to complete the task(s). This figure is however only given as guidance and the actual time given will depend on centre specific circumstances. The task can be completed over several separate sessions.

## 4.3 Production and presentation of internally assessed work

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Candidates must observe certain procedures in the production of entry level tasks.

- Images and diagrams may be produced using appropriate ICT. These should be inserted at the appropriate place. Images and diagrams should all be relevant to the task.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
  - centre number;
  - centre name;
  - candidate number;
  - candidate name;
  - unit code and title;
  - assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix A at the end of this specification.

## 4.4 Annotation of candidates' work

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Each piece of assessed work should show how the marks have been awarded in relation to the mark descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

The Entry Level Certificate in Latin R445 has been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking.

**Component 1: Latin Language**, Candidates complete two tests; one type 1 language test and one type 2 language test. Centres can choose these from a bank of tests provided by OCR. These tests can be accessed on OCR Interchange.

**Component 2: Roman Culture**, Centres devise their own tasks, which should be marked using the Component 2 marking criteria given in Appendix D.

The same Component 1 tests and Component 2 tasks must NOT be used as the practice material and the actual live assessment material.

## 4.5 Moderation

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All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, 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 candidates within the centre.

The **Moderator will** select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR Repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

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

Candidates may complete the assessment for Component 1 and 2 at any point during their course of study. However work for Component 1 and 2 must be submitted for moderation in the series of certification.

The following should be submitted for the moderation of each candidate:

### **Component 1: Latin Language**

- One of each type of test: Test 1: Vocabulary, Origins of Words and Grammar and Test 2: Comprehension and Translation Skills

### **Component 2: Roman Culture**

- Either one task of 400 words or two tasks of 200 words each.

Where six candidates or fewer are entered for the examination, the Centre will submit all the work of all the candidates.

More detailed instructions will be issued by OCR nearer to the internally assessed work deadline date.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

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

## 4.6 Minimum requirements for internally assessed work

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If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the criteria or mark scheme and the appropriate mark awarded, which may be zero.

## 4.7 Submitting the moderation samples via the OCR Repository

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The OCR Repository allows centres to submit moderation samples in electronic format to the OCR Repository via Interchange: please check Entry codes in Section 7.1 Registration and entries of this specification Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

# 5 Support for Entry Level Certificate in Latin

## 5.1 Free resources available from the OCR website

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The following materials will be available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) :

- Entry Level Certificate in Latin Specification
- Specimen assessment materials for Component 1: Latin Language and exemplar tasks for Component 2: Roman Culture
- Teacher's Handbook, including suggested textbooks and links to useful websites
- A bank of simplified Latin passages of 25-30 lines for use in Component 2 tasks
- A bank of Latin source material in translation for use in Component 2 tasks.

## 5.2 Training

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For more information go to <http://www.ocr.org.uk/training/>

## 5.3 OCR Support Services

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### OCR Interchange

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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 free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

## 6 Access arrangements for Entry Level Certificate in Latin

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading texts);
- instructions regarding the conduct of any In-Course tests may be simplified;
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers);
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake; (please see regulations on the use of practical assistants);
- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers);
- communicators or signers may be used;
- readers and amanuenses may be used;
- the tests may be modified as necessary for visually impaired candidates. It is the responsibility of the centre to Braille or enlarge the tests.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting OCR Special Requirements Team.

# 7 Administration of Entry Level Certificate in Latin

## 7.1 Registration and entries

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Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R445**.

**It is essential** that entry codes are quoted in all correspondence with OCR.

Submission of the work for both components (**Latin Literature** and **Roman Culture**) of this qualification can be done either via the **OCR electronic Repository** or via **postal methods**. Depending on your choice of method, candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). In any one assessment series centres must enter all of their candidates via ONE of these components (either OCR electronic Repository or via postal methods).

Entry option code	Component code	Submission method
R445A	01	<i>OCR Repository</i>
R445B	02	<i>Postal moderation</i>

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## 7.2 Entry Deadlines

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Candidate entries must be made by the date published on the website for the June session.

## 7.3 Grading and award of certificates

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Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

## 7.4 Qualification re-sits

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

## 7.5 Enquiries about results

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 7.6 Restrictions on candidates entries

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Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Latin in the same examination series. They may, however, also enter for any GCSE, NVQ or equivalent qualification.

# 8 Other information about Entry Level Certificate in Latin

## 8.1 Overlap with other qualifications

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There is some overlap of content with the OCR GCSE in Latin although the assessment requirements will be different.

## 8.2 Progression from this qualification

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This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a Latin GCSE course.

## 8.3 Avoidance of bias

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OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

## 8.4 Regulatory Requirements

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This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

## 8.5 Language

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This specification and associated assessment materials are in English only.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

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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.

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

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OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content.

## 8.8 Key skills

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This specification provides opportunities for the development of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information Technology (IT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IoLP)* and *Problem Solving (PS)* at Level 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.

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	C	AoN	IT	WwO	IoLP	PS
	1	1	1	1	1	1
R445	✓		✓	✓	✓	✓

## 8.9 Citizenship.

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this 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;
- 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 spiritual, moral, social and cultural issues from a variety of sources;
- express, justify and defend personal opinions about the issues above in class discussions and written responses.

# Appendix A: Guidance for the production of electronic internal assessment

## Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R445, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the Centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format from that in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

# Appendix B: Component 1: Language Vocabulary List

## OCR ENTRY LEVEL CERTIFICATE IN LATIN (Component 1: Language) Vocabulary List

This vocabulary list is required for the Entry Level Certificate in Latin Component 1: Language R445/01

**In addition to the words printed in the list, 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
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
<b>D</b>			
do	dare, dedi	verb 1	give
doceo	docere, docui	verb 2	teach
domina	f	noun 1	mistress
dominus	m	noun 2	master
<b>E</b>			
ego		pronoun	I, me
et	indeclinable	conjunction	and
exspecto	exspectare, exspectavi	verb 1	wait for
<b>F</b>			
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
Q			
quis?	quid?	pronoun	who? what?
quod	indeclinable	conjunction	because
quoque	indeclinable	conjunction	also, too
R			
rideo	ridere, risi	verb 2	laugh, smile
rogo	rogare, rogavi	verb 1	ask, ask for
Romanus	Romana, Romanum	adjective	Roman
S			
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

# Appendix C: Latin Grammar

## 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.*

# Appendix D: Marking criteria for Component 2: Roman Culture

	<b>A02(a)</b> <b>Knowledge of Roman culture</b> <ul style="list-style-type: none"> <li>Selects and includes evidence</li> <li>Demonstrates knowledge of Roman culture</li> </ul> <b>A02(a) maximum marks 20/40 (or 10/20)</b>	<b>A02(b)</b> <b>Understanding of and personal response to Roman culture</b> <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>A02(b) maximum marks 20/40 (or 10/20)</b>
<b>Level 3</b>	<b>16-20 (8-10)</b>	<b>16-20 (8-10)</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 2</b>	<b>12-15 (6-7)</b>	<b>12-15 (6-7)</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 1A</b>	<b>8-11 (4-5)</b>	<b>8-11 (4-5)</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 1B</b>	<b>0-7 (0-3)</b>	<b>0-7 (0-3)</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>

## Marking Criteria for Component 2: Roman Culture

Marks should be awarded according to the criteria for each Assessment Objective set out in the grid. It should be noted that these criteria are general and refer to the qualities which might be found in a candidate's work at these mark levels.

These criteria are not mark schemes. For each exercise, the teacher will need to devise an indicative content mark scheme which is specific to that exercise, but which matches the standards of attainment outlined in the criteria provided here.

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.

The work will be completed under supervised conditions. The completed work will be internally assessed using the OCR marking criteria and will be externally moderated.

Tasks can take the form of either an extended piece of writing of approximately 400 words or two pieces of writing each of approximately 200 words. A 400 word task should be marked using the grid above out of a total of 40 marks, while 200 word tasks should be marked using the grid above out of a total of 20 marks (the mark ranges given in brackets), with the marks for each 200 word task then being added together to give a total out of 40 marks.

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