



## Key Skills – GCE Latin and Classical Greek

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This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specifications might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

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## **C3 Communication Level 3**

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### ***C3.1a Contribute to a group discussion about a complex subject.***

#### **Evidence requirements**

Make clear and relevant contributions in a way that suits your purpose and situation. Listen and respond sensitively to others, and develop points and ideas. Create opportunities for others to contribute when appropriate.

#### **Possible opportunities**

All classroom teaching of the specifications offers opportunities for candidates to demonstrate C3.1a by participating in discussion of complex evidence and complex issues. Group discussions can contribute to improving candidates' ability to deal with the thought-provoking issues that are raised by their reading.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

The study of literature, whether in the original language or in translation, generates many opportunities to discuss complex issues concerning human behaviour and moral and ethical issues in a context of a society remote from that of the candidates. In particular the mythological setting, common in Latin poetry and Greek drama, helps to focus on complex issues of human behaviour and thought.

### ***C3.1b Make a presentation about a complex subject, using at least one image to illustrate complex points.***

#### **Evidence requirements**

- (i) Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- (ii) Structure what you say so that the sequence of information and ideas may be easily followed.
- (iii) Use a range of techniques to engage the audience, including effective use of images.

#### **Possible opportunities**

Preparation for all units of these specifications can generate opportunities for candidates to present an analysis of their thoughts or their version of a translation, making appropriate use of plans and diagrams.

**Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)**

Candidates could develop and produce evidence of Key Skills achievement in this area by presenting their version of an unseen translation or a prose composition to their fellow candidates, using diagrams to aid their presentation.

**Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)**

Candidates could, for example, discuss aspects of Homer's description of Odysseus' voyage using a map of the Mediterranean, or present a structured analysis of the different forms of metamorphosis in a book of Ovid by means of a diagram.

**C3.2 Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.**

**Evidence requirements**

- (i) Select and read material that contains the information you need.
- (ii) Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- (iii) Synthesise the key information in a form that is relevant to your purpose.

**Possible opportunities**

Preparation of all units of these specifications offer opportunities for candidates to demonstrate C3.2 by making notes on idiom, style or content on the basis of literary texts and/or modern scholarly discussions, using these notes as the basis for a presentation or a piece of writing, and supporting their written or oral presentations by use of images such as maps.

**Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)**

The use of the original text and a critical comparison of commentaries, articles and books by modern scholars must form the core of the study of Classical literature. An example of this would be a study of the notion of the paterfamilias in Latin literature with reference to the figure of Anchises. Information drawn from Virgil's *Aeneid* and from Augustan art could be synthesised to illustrate a complex cultural concept.

A copy of the notes and of written work prepared on their basis or a tape of an oral presentation provide suitable evidence.

**C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.**

**Evidence requirements**

- (i) Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- (ii) Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- (iii) Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

**Possible opportunities**

These specifications allow scope for writing in different styles, backed up, where appropriate, by images such as diagrams or plans.

***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

Translation, both from and, if appropriate, into the Classical languages imposes a different style of writing, with the emphasis on accuracy of spelling, grammar and punctuation.

***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

The literature units demand the writing of essays where organisation must be practised and specialist vocabulary used accurately. Certain topics would allow the use of appropriate images.

Copies of the documents produced provide suitable evidence.

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## IT3 IT Level 3

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### You must:

Plan and carry through at least one substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

### ***IT 3.1 Plan, and use different sources to search for, and select, information required for two different purposes.***

#### **Evidence requirements**

- (i) Plan how to obtain and use the information required to meet the purpose of your activity.
- (ii) Choose appropriate sources and techniques for finding information and carry out effective searches.
- (iii) Make selections based on judgements of relevance and quality.

#### **Possible opportunities**

Preparation for all units of these specifications offers opportunities for candidates to demonstrate IT3.1 by searching for and retrieving relevant textual and visual material from appropriate books, CD-Roms, databases and the Internet for a variety of purposes, including analysis and exposition.

#### ***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

Grammatical material can be extracted from a database in the most appropriate configuration.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

Candidates could access and evaluate the material available on different websites with different approaches to the original literary sources.

Print-outs of the relevant information with notes of sources compared and used and notes on how the searches were made and the information selected provide suitable evidence.

### ***IT 3.2 Explore, develop, and exchange information and derive new information to meet two different purposes.***

#### **Evidence**

- (i) Enter and bring together information in a consistent form, using automated routines where appropriate.
- (ii) Create and use appropriate structures and procedures to explore and develop information and derive new information.
- (iii) Use effective methods of exchanging information to support your purpose.

#### **Possible opportunities**

The study of literary texts, in their social, cultural and historical context can provide opportunities to bring together information derived from a variety of sources and combine it in an appropriate format, developing new information from the juxtaposition of originally discrete items, exchanging information and employing automated routines.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

A study of the incidence of key words or word groups across a range of literary texts could be effected through the use of electronic format concordances. This could be used to explore the stylistic characteristics of a particular author and to determine, for example, the conceptual connections between important value terms.

Print-outs, or a record from an assessor who has observed use of IT in this way, together with notes of how information was exchanged, explored and developed, how new information was derived, and how automated routines were employed, provide suitable evidence.

### ***IT3.3 Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.***

#### **Evidence requirements**

Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

Present information effectively, using a format and style that suits your purpose and audience.

Ensure your work is accurate and makes sense.

**Possible opportunities**

The analysis of a piece of literature could give opportunities for the presentation of material derived from various IT sources.

***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

In both informal presentations to fellow candidates and in a more formal piece of work, for assessment by the teacher, there is scope to compare translations taken from websites, present the differences in diagrammatic form and employ numerical sampling programs to analyse and account for, for example, distinctive linguistic features in two different genres of literature.

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## **WO3 Working with Others Level 3**

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### **You must:**

Provide at least **one** substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in both one-to-one and group situations).

### ***WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements.***

#### **Evidence requirements**

- (i) Agree realistic objectives for working together and what needs to be done to achieve them.
- (ii) Exchange information, based on appropriate evidence, to help agree responsibilities; and.
- (iii) Agree suitable working arrangements with those involved.

#### **Possible opportunities**

There are many opportunities for projects, or group assignments, when candidates can work together on activities which require realistic objectives to be identified, actions and resources needed to achieve those objectives agreed, relevant information to be selected and group working arrangements to be identified.

#### ***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

The planning and preparation of a group translation task in the classroom, involving the allocation of tasks and sharing of information and ideas, would provide an opportunity to develop and produce evidence of Key Skills achievement for WO3.1.

Records from an assessor who observed the group work or a tape recording of the group work, together with written or recorded reports of the planning process, including objectives identified, responsibilities allocated and working arrangements agreed upon, provide suitable evidence.

### ***WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.***



### **Evidence requirements**

- (i) Organise and carry out tasks so that you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- (ii) Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- (iii) Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

### **Possible opportunities**

There are many opportunities for projects, or group assignments, when candidates can work together on activities which require participants to organise their own tasks and carry them out effectively and efficiently, to maintain co-operative working relationships, solving problems by consultation and mutual agreement, to exchange information on the timely achievement of goals and the quality of work, and to adapt plans in order to achieve objectives.

### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

The investigation of the methods of preparation and presentation of a Roman or Greek forensic speech provides an opportunity for candidates to develop and produce, in collaboration with others, evidence of Key Skills achievement for WO3.2. One candidate, for example, can take on the role of speech-writer and another the role of client.

Records of how the tasks were organised co-operatively, including a progress report, provide suitable evidence. These may be generated by the candidates, by others with whom the candidate worked, or by an assessor and may take written, tape-recorded, or visual form.

## ***WO3.3 Review work with others and agree ways of improving collaborative work in the future.***

### **Evidence requirements**

- (i) Agree the extent to which work with others has been successful and the objectives have been met.
- (ii) Identify factors that have influenced the outcome.
- (iii) Agree ways of improving work with others in the future.

### **Possible opportunities**

There are many opportunities for projects, or group assignments where candidates can identify the extent to which objectives were met, the factors which influenced the outcome and the ways in which the activity could have been differently organised in order to enhance the effectiveness of the collaboration.

***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

A group activity, such as the preparation and presentation of scenes from a Classical Drama, can provide opportunities for candidates to work together in planning, preparation and presentation. Group review of the performance could produce evidence of Key Skills achievement for WO3.3.

Written or recorded statements from members of the group in which objectives and achievements are compared and ways of enhancing working relationships and methods considered, provide suitable evidence.

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## LP3 Improving Own Learning and Performance Level 3

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**You must:**

Provide at least **one** substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

### ***LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.***

#### **Evidence requirements**

- (i) Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- (ii) Use this information to agree realistic targets with appropriate people.
- (iii) Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

#### **Possible opportunities**

There are many opportunities to develop and produce evidence of Key Skills achievement in the area of Improving Own Learning and Performance. This can be provided through the setting of targets for both study-based and activity-based learning, and the making of plans for meeting those targets. By co-ordinating the study-based and activity-based tasks (e.g. by examining the rhetorical techniques employed in a forensic speech, as a study-based task, and by investigating the practical constraints imposed by the conditions of a Roman or Greek court, as an activity-based task), and by using the results obtained to answer questions of literary appreciation (e.g. involving modes of presentation), learning from two different contexts can be used to meet the demand of a new situation.

#### ***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

The management of key learning processes for linguistic study, such as those of vocabulary and grammar acquisition, provides opportunities over an extended period of time for study-based learning, involving setting targets with appropriate others, management of time and the use of support from others.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

Appropriate tasks for the setting of study-based learning targets include short projects investigating particular literary texts, their authors or the cultural context of their production. Appropriate tasks for activity-based learning include the production and performance of a Classical drama or the recreation of the setting of a forensic speech.

Written or recorded accounts of discussion in which information that had been obtained was used to agree targets, together with an action plan covering an extended period of time and including possible alternative courses of action and notes of support needed, would provide suitable evidence.

***LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.***

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

**Evidence requirements**

- (i) Manage your time effectively to complete tasks, revising your plan as necessary.
- (ii) Seek and actively use feedback and support from relevant sources to help you meet targets.
- (iii) Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

**Possible opportunities**

There are many opportunities in these specifications to prioritise action, manage time, and make active use of feedback and support while employing a variety of approaches to both study-based and activity-based learning. Evidence can be provided through the setting of targets for both study-based and activity based learning, and the making of plans for meeting those targets. By co-ordinating the study-based and activity-based tasks (e.g. by examining the rhetorical techniques employed in a forensic speech, as a study-based task, and by investigating the practical constraints imposed by the conditions of a Greek or Roman court, as an activity-based task), and by using the results obtained to answer questions of literary appreciation (e.g. involving modes of presentation), learning from two different contexts can be used to meet the demand of a new situation.

***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

The management of key learning processes for linguistic study, such as those of vocabulary and grammar acquisition, provides opportunities over an extended period of time for study-based learning, involving setting priorities and effective time management. This could involve the creative use of alternative approaches to language acquisition, including computerised learning drills, memory association techniques and collaborative learning. These processes also provide opportunities for checking and feedback from appropriate others.

**Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)**

Appropriate tasks for the setting of study-based learning targets include short projects investigating particular literary texts, their authors or the cultural context of their production. Appropriate tasks for activity-based learning include the production and performance of a Classical drama or the recreation of the setting of a forensic speech. These provide opportunities for prioritising action and managing time effectively, through, for example, the production schedule for performance of a drama. They would also require feedback and the use of support from relevant sources, and provide opportunities for the application of diverse learning strategies.

A log of the study- or activity-based learning, including notes of when support was sought, how it was used, how learning from other contexts was used and adapted to new demands, and how the original learning plan was revised, together with records from those who have seen the work which demonstrated that time had been managed effectively and tasks completed, would provide suitable evidence.

**LP3.3 Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.**

**Evidence requirements**

- (i) Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- (ii) Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- (iii) Exchange views with appropriate people to agree ways to further improve your performance.

**Possible opportunities**

There are many opportunities to develop and produce evidence of Key Skills achievement in the area of LP3.3. Evidence can be provided through the setting of targets for both study-based and activity based learning, and the making of plans for meeting those targets. These targets and plans can be monitored, for their successful completion, for factors which affected positively or negatively their achievement, and for means by which learning performance could be enhanced. By co-ordinating the study-based and activity-based tasks (e.g. by examining the comic techniques employed in a play by Aristophanes, as a study-based task, and by investigating the practical constraints imposed by the conditions of Greek theatrical production, as an activity-based task), and by using the results obtained to answer questions of literary appreciation (e.g. involving modes of presentation), learning from two different contexts can be used to meet the demand of a new situation.

***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

Monitoring the development of key learning processes for linguistic study, such as those of vocabulary and grammar acquisition, provides opportunities over an extended period of time for the production of evidence for LP3.3. The checking of progress against targets set can provide opportunities for the appraisal of different learning strategies and the adoption, with feedback from appropriate authorities, of alternative courses of action to enhance learning performance.

***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

Appropriate tasks for the setting of study-based learning targets include short projects investigating particular literary texts, their authors or the cultural context of their production. Appropriate tasks for activity-based learning include the production and performance of a Classical drama or the recreation of the setting of a forensic speech. These provide opportunities for monitoring success in meeting targets and management of time. Critical review, for example, by appropriate others of the production and performance of a drama, in whole or in part, can identify strengths and weaknesses in the learning process.

Written or recorded analyses of the learning process together with examples of work which demonstrate what has been learned from study-based and activity-based learning exercises, records of discussion in which evidence of achievement was established and views on performance quality exchanged, and notes on the action plan to show the targets that have been met, would provide suitable evidence.

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## PS3 Problem Solving Level 3

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### You must:

Provide at least **one** substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

### ***PS3.1 Explore a complex problem and come up with three options for solving it and justify the option for taking forward.***

#### **Evidence requirements**

- (i) Explore the problem, accurately analysing its features, and agree with others on how to show success in solving it.
- (ii) Select and use appropriate methods for generating different options of tackling the problem.
- (iii) Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

#### **Possible opportunities**

There are many opportunities for candidates to generate and compare at least two methods of solving problems, both academic and practical, and to make and justify a choice between possible methods of solution. Practical problems will sometimes be amenable to solution by the application of IT skills and will give an opportunity for developing and generating evidence for the Key Skill of IT.

#### ***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

The identification of a suitable translation can proceed through a lexical approach, using concordances and dictionaries, or a comparison of interpretations provided in commentaries and earlier translations.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

An understanding of the oral nature of Homeric Epic, for example, can proceed through a statistical analysis of formulaic usage or through comparative study of material from other pre-literate cultures. Each of these methods offers distinct answers and will involve different sets of resources.

A written or recorded description of the possible solutions identified, together with notes on the way in which options were generated and compared and a decision made as to which was most realistic, would provide suitable evidence.

***PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.***

**Evidence requirements**

- (i) Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- (ii) Implement your plan, effectively using support and feedback from others.
- (iii) Review progress towards solving the problem and revise your approach as necessary.

**Possible opportunities**

There are many opportunities for candidates to plan and implement at least one option for solving problems, both academic and practical, and to review progress towards solving those problems. Practical problems will sometimes be amenable to solution by the application of IT skills and will give an opportunity for developing and generating evidence for the Key Skill of IT.

***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

Possible solutions to translation problems, together with resources utilised, can be reviewed for appropriateness with fellow candidates and teachers and feedback incorporated into revisions.

***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

A comparison of distinct approaches to the understanding of how complex literary works can be produced in a pre-literate society can generate opportunities to develop and produce evidence of Key Skills achievement for PS3.2: the adoption, for example, of a statistical analysis of formulaic usage, and an evaluation of its effectiveness in producing a solution, can supply such opportunities.

Plans of the possible solutions identified, together with notes on changes made and endorsed statements of how agreement was reached as to which option to proceed with, and records of implementation of the plans, including use of support, feedback, and reviews of progress, would provide suitable evidence.

***PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.***

**Evidence requirements**

- (i) Agree, with an appropriate person, methods to check if the problem has been solved.
- (ii) Apply these methods accurately, draw conclusions, and fully describe the results.
- (iii) Review your approach to problem solving, including whether alternative methods and options might have proved more effective.



### **Possible opportunities**

There are many opportunities for candidates to agree on and apply methods to check the solution of problems, both academic and practical, and to describe the results of applying those methods and review the approach taken. Practical problems will sometimes be amenable to solution by the application of IT skills and will give an opportunity for developing the Key Skill of IT.

#### ***Preparation for Unit 2492/2992 (AS) and Units 2493/2993 and 2494/2994 (A2)***

A full description of the methods considered and adopted for resolving the translation problem can be submitted to an appropriate authority and a procedure agreed with that authority for checking the solution against relevant standards. The effectiveness of the method adopted can be assessed and tested on similar contexts against alternative approaches.

#### ***Preparation for Units 2471-2480/2971-2980 and 2491/2991 (AS) and Units 2481-2490/2981-2990 (A2)***

A written or recorded statement of the success of the method chosen for solving the problem of oral composition of complex literary works, can be submitted for assessment by fellow candidates and an appropriate authority. This can be evaluated against agreed standards of interpretation and alternative approaches adopted by other candidates.

A written or recorded description of the methods used and results obtained, together with notes of review procedures, including alternative methods and options predicted to be more effective, would provide suitable evidence.