GCSE

Latin

OCR GCSE in Latin   J281

OCR GCSE (Short Course) in Latin   J081

August 2009

Contents

Contents

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 7, 8, 13, 14, 16, 18 and 19.

1   About these Qualifications

This booklet contains OCR's GCSE specifications in Latin, including the GCSE Latin (Short Course), for teaching from September 2009.

These specifications offer candidates the opportunity to study elements of the language, literature and culture of the Roman world. They assess candidates' linguistic knowledge, their understanding and appreciation of literature in the original language, and their analysis, evaluation and response to evidence of Roman civilisation.

For the first time these specifications are unitised, which offers schools the choice of a linear examination (where all exams and certification are taken in a single examination series) or a staged assessment (where units are taken in different examination series, with certification in the final series). Additionally, candidates may re-sit any unit once.

The units in these specifications are tiered. Candidates may combine units taken at different tiers when they certificate. This allows centres to make an entry for any unit at a tier appropriate to the individual candidate.

Additionally, Unit A401 is available as a Computer-based Test as an alternative to a paper-based examination.

1.1   GCSE (Full Course)

GCSE certification is available from June 2011. From first teaching September 2009, the GCSE is made up of two units which are the corresponding GCSE (Short Course) and two further units. These units are externally assessed.

For GCSE Latin, candidates must take two language units (A401 and A402) and two units chosen from verse literature, prose literature and sources for Latin (**two** from units A403, A404, A405).

A candidate who has completed GCSE Latin (Short Course) may continue on to complete the full course and use the unit results for full course certification.

1.2   GCSE (Short Course)

GCSE (Short Course) certification is available from June 2010. The GCSE (Short Course) may be entered as a 'stand-alone' qualification or as the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding full GCSE course.

For GCSE Latin (Short Course), candidates must take language unit A401 and one further unit chosen from units A403, A404 or A405. **Unit A402 is not available for GCSE (Short Course).**

1.3   Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Latin

- OCR GCSE (Short Course) in Latin.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4   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.

1.5 Prior Learning/Attainment

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   Summary of Content

2.1   GCSE Units

Higher Tier

Unit A401H: *Latin Language 1 (Mythology and domestic life)(Higher Tier)*

Unit A402H: *Latin Language 2 (History)(Higher Tier)*

Unit A403H: *Latin Prose Literature (Higher Tier)*

Unit A404H: *Latin Verse Literature (Higher Tier)*

Unit A405H: *Sources for Latin (Higher Tier)*

Foundation Tier

Unit A401F: *Latin Language 1(Mythology and domestic life) (Foundation Tier)*

Unit A402F: *Latin Language 2 (History)(Foundation Tier)*

Unit A403F: *Latin Prose Literature (Foundation Tier)*

Unit A404F: *Latin Verse Literature (Foundation Tier)*

Unit A405F: *Sources for Latin (Foundation Tier)*

2.2   GCSE (Short Course) Units

Higher Tier

Unit A401H: *Latin Language 1(Mythology and domestic life)(Higher Tier)*

Unit A403H: *Latin Prose Literature (Higher Tier)*

Unit A404H: *Latin Verse Literature (Higher Tier)*

Unit A405H: *Sources for Latin (Higher Tier)*

Foundation Tier

Unit A401F: *Latin Language 1(Mythology and domestic life)(Foundation Tier)*

Unit A403F: *Latin Prose Literature (Foundation Tier)*

Unit A404F: *Latin Verse Literature (Foundation Tier)*

Unit A405F: *Sources for Latin (Foundation Tier)*

Please note that Unit A401 is mandatory for GCSE (Short Course).

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

3   Content

3.1   Unit A401: *Latin Language 1(Mythology and domestic life)*

The theme of the subject matter for this unit will be 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 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, 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.

Unit A401 is available as either a paper-based examination or a Computer-based Test.

3.2   Unit A402: *Latin Language 2 (History)*

The theme of the subject matter for this unit will be historical.

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 C1 and C2;
- 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).

3.3   Unit A403: *Latin Prose Literature*

Candidates should be able to:

- demonstrate an understanding of Latin 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 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.

For examination in June 2010

Section A: Extracts from the section entitled 'Passions and Poisons' in *OCR Latin Anthology for GCSE* (OUP) ISBN 9870198329329
Higher Tier
Tacitus: The poisoning of Claudius, *Annals* 12.64–69 (abridged)
Cicero: *Pro Cluentio* V.11–VI.18 (abridged)
Foundation Tier
Tacitus: The poisoning of Claudius, *Annals* 12.66–69 (... *imperator consalutatur.*)
Cicero: *Pro Cluentio* V.11–VI.18 (abridged) (... *a matre esset conflatum et profectum.*)

Section B: Selections from *Cambridge Latin Anthology* (CUP) ISBN 9780521578776
Higher Tier
Caesar: Power of Druids; their education; their religion
Tacitus: The Druids last stand
Pliny: Mistletoe
Tacitus: Boudica's rebellion
Foundation Tier
Caesar: Power of Druids; their education; their religion
Tacitus: Boudica's rebellion

For examination in June 2011

Section A: Extracts from the section entitled 'Passions and Poisons' in *OCR Latin Anthology for GCSE* (OUP) ISBN 9870198329329
Higher Tier
Tacitus: The poisoning of Claudius, *Annals* 12.64–69 (abridged)
Cicero: *Pro Cluentio* V.11–VI.18 (abridged)
Foundation Tier
Tacitus: The poisoning of Claudius, *Annals* 12.66–69 (... *imperator consalutatur.*)
Cicero: *Pro Cluentio* V.11–VI.18 (abridged) (... *a matre esset conflatum et profectum.*)

Section B: Selections from *Cambridge Latin Anthology* (CUP) ISBN 9780521578776
Higher Tier
Tacitus: Germanicus and Piso
Cicero: Pythius
Cicero: Clodia
Foundation Tier
Tacitus: Germanicus and Piso

3.4   Unit A404: *Latin Verse Literature*

Candidates should be able to:

- demonstrate an understanding of Latin 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 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.

For examination in June 2010

Section A: Extracts from the section entitled 'Family Life and Relationships' in *OCR Latin Anthology for GCSE* (OUP) ISBN 9870198329329
Higher Tier
Ovid: *Tristia* 1.III. 1–34, 41–47, 55–60, 73–84
Catullus 8, 51, 70, 85, 101
Sulpicia 1
Horace: *Odes* 1.8
Foundation Tier
Ovid: *Tristia* 1.III. 1–34, 41–47, 55–60, 73–84
Catullus 8, 70, 85
Horace: *Odes* 1.8

Section B: Selections from Virgil *Aeneid VI*
The Latin text printed on the examination papers will be that of the OCT. This text is used in Virgil, Selections from *Aeneid VI* ed A Haward (Cambridge Latin Texts series, CUP) ISBN 9780521286947.
Higher Tier:
lines 295–332, 384–439, 679–724.
Foundation Tier:
lines 295–332, 384–425, 703–724.

For examination in June 2011

Section A: Extracts from the section entitled 'Family Life and Relationships' in *OCR Latin Anthology for GCSE* (OUP) ISBN 9870198329329
Higher Tier
Ovid: *Tristia* 1.III. 1–34, 41–47, 55–60, 73–84
Catullus 8, 51, 70, 85, 101
Sulpicia 1
Horace: *Odes* 1.8
Foundation Tier
Ovid: *Tristia* 1.III. 1–34, 41–47, 55–60, 73–84
Catullus 8, 70, 85
Horace: *Odes* 1.8

Section B: Selections from Virgil *Aeneid II*
The Latin text printed on the examination papers will be that of the OCT. This text is used in Virgil, Selections from *Aeneid II* ed C H Craddock (Cambridge Latin Texts series, CUP) ISBN 9780521208277.
Higher Tier
lines 268–280, 298–317, 624–654, 671–716, 768–792.
Foundation Tier
lines 268–280, 298–317, 634–654, 671–716.

3.5   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 (eg 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.

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 Guide.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Latin (J281)	
Unit A401: *Latin Language 1(Mythology and domestic life)*	
25% of the total GCSE marks 1 hr 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.
	Candidates answer **all** the questions.
	This unit is externally assessed.
Unit A402: *Latin Language 2 (History)*	
25% of the total GCSE marks 1 hr 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.
	Candidates answer **all** the questions.
	This unit is externally assessed.
Unit A403: *Latin Prose Literature*	
25% of the total GCSE marks 1 hr 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.
	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 hr 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 hr 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.

4.2 GCSE (Short Course) Scheme of Assessment

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

GCSE Latin (Short Course) (J081)	
Unit A401: *Latin Language 1(Mythology and domestic life)*	
50% of the total GCSE (Short Course) marks 1 hr written paper 60 marks	The content is the same as for Unit A401 (see section 4.1).
Unit A403: *Latin Prose Literature*	
50% of the total GCSE (Short Course) marks 1 hr written paper 50 marks	The content is the same as for Unit A403 (see section 4.1).
Unit A404: *Latin Verse Literature*	
50% of the total GCSE (Short Course) marks 1 hr written paper 50 marks	The content is the same as for Unit A404 (see section 4.1).
Unit A405: *Sources for Latin*	
50% of the total GCSE (Short Course) marks 1 hr written paper 50 marks	The content is the same as for Unit A405 (see section 4.1).

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

4.3 Entry Options

GCSE Latin candidates must be entered for units A401 and A402 and **two** units from A403; A404; A405.

GCSE Latin (Short Course) candidates must be entered for unit A401 and **one** unit from A403; A404 or A405.

A candidate who has completed GCSE Latin (Short Course) may continue on to complete the full course and use the unit results for the full course certification.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in Latin – J281

OCR GCSE (Short Course) in Latin – J081.

4.4 Tiers

Each unit in this scheme of assessment may be entered at one of **two** tiers: Foundation Tier **or** Higher Tier. **Candidates may not enter for both Tiers of a given unit in a single series.**

Examination papers at Foundation Tier assess grades **'c'** to **'g'**.

Examination papers at Higher Tier assess grades **'a*'** to '**d'**.

A candidate entered for a Foundation Tier examination paper cannot be awarded a grade higher than grade **'c'**. Candidates achieving marginally less than the minimum mark for grade **'d'** on a Higher Tier examination paper will be awarded grade **'e'**. Candidates failing to achieve this standard will be ungraded.

4.5   Assessment Availability

There are two examination series each year, in January and June.

In 2010, only units for GCSE (Short Course) will be assessed. Please note that Unit A402 is not available for GCSE (Short Course). From January 2011 Unit A402 will become available in both January and June. Unit A402 is available for the full GCSE course only.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011
A401	✓	✓	✓	✓
A402	x	x	✓	✓
A403	x	✓	x	✓
A404	x	✓	x	✓
A405	x	✓	x	✓

4.6   Assessment Objectives

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

AO1   Latin Language

- demonstrate knowledge and understanding of language;

AO2   Latin Literature and other Sources

- 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.

AO weightings – GCSE

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

Units	% of GCSE		Total
	AO1	AO2	
A401 *Latin Language 1(Mythology and domestic life)*	25	0	25%
A402 *Latin Language 2 (History)*	25	0	25%

A403 *Latin Prose Literature*	0	25	25%
or			
A404 *Latin Verse Literature*			
or			
A405 *Sources for Latin*			
A403 *Latin Prose Literature*	0	25	25%
or			
A404 *Latin Verse Literature*			
or			
A405 *Sources for Latin*			
	50%	50%	100%

AO weightings – GCSE (Short Course)

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

Units	% of GCSE (Short Course)		Total
	AO1	AO2	
A401 *Latin Language 1(Mythology and domestic life)*	50	0	50%
A403 *Latin Prose Literature*	0	50	50%
or			
A404 *Latin Verse Literature*			
or			
A405 *Sources for Latin*			
	50%	50%	100%

4.7 Quality of Written Communication

Quality of written communication is assessed in Units A403, A404 and A405.

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 a suitable structure and style of writing.

5   Technical Information

5.1   Making Unit Entries

Please note that 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.

It is essential that unit entry codes and entry option codes are quoted in all correspondence with OCR.

Unit Entry code	Entry Option code	Component code	Tier	Unit titles
A401	FP	01	Foundation	*Latin Language 1(Mythology and domestic life)*
	FC	03	Foundation Computer-based test	
	HP	02	Higher	
	HC	04	Higher Computer-based Test	
A402	F	01	Foundation	*Latin Language 2 (History)*
	H	02	Higher	
A403	F	01	Foundation	*Latin Prose Literature*
	H	02	Higher	
A404	F	01	Foundation	*Latin Verse Literature*
	H	02	Higher	
A405	F	01	Foundation	*Sources for Latin*
	H	02	Higher	

5.2   Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

GCSE Latin full course: **a minimum of two units must be taken in the series in which the candidate certificates**.

GCSE Latin (Short Course): **a minimum of one unit must be taken in the series in which the candidate certificates**.

5.3   Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

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

5.4   Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

- GCSE certification (entry code J281)

- GCSE (Short Course) certification (entry code J081)

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE (Short Course) certification is available from June 2010.

GCSE certification is available for the first time in June 2011, and each January and June thereafter.

5.5 Grading

Both GCSE (Short Course) and 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.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. 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 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 marks 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 eg 85/100.

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	a*	a	b	c	d	e	f	g	u
F	25%	69	/	/	/	60	50	40	30	20	0
H	25%	100	90	80	70	60	50	45	/	/	0

Higher tier candidates may achieve an "allowed e". Higher tier candidates who miss a grade 'e' will be given a uniform mark in the range f–u but will be graded as 'u'.

In Foundation Tier, candidates achieving less than the minimum mark for Grade 'g' will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade 'd' may be awarded Grade 'e' or will be ungraded.

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

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

5.6   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 (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.

5.7   Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.8   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.

5.9   Code of Practice/Common Criteria Requirements/Subject Criteria

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Classical Subjects.

5.10 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 Achievement and Attainment 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, for example from their centre or the institution to which they wish to progress.

5.11 Disability Discrimination Act Information Relating to these Specifications

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 qualifications and subject criteria were reviewed 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 *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (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.

	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
Live speaker	N/A	N/A
MQ papers	Y	All written examinations
Extra Time	Y	All written examinations

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have

been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

5.13 Computer-based Tests

Please use the information in Appendix C to ensure that the centre has the technical capability to administer the Computer-based Tests required for these specifications. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the Computer-based Tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

Any queries concerning Computer-based Tests should be directed to etest@ocr.org.uk.

6 Other Specification Issues

6.1 Overlap with other Qualifications

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

6.2 Progression from these Qualifications

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.

6.3 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.

6.4 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.

6.5 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

6.6 Language

These specifications and associated assessment materials are in English only.

6.7 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 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		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A401	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A402	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A403	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A404	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A405	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 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 this specification are available in spreadsheet form (Microsoft Excel file) from the OCR website (www.ocr.org.uk) and use of this electronic form of the vocabulary list will enhance candidates' familiarity with spreadsheets.

Additionally, the assessment of this course offers candidates the opportunity to:

- answer Unit A401, optionally, as a Computer-based Test.

6.9 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 A: 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.

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.

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.

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.

Appendix B1: Unit A401 Latin Accidence and Syntax – Higher Tier

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).

Appendix B2: 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).

Appendix C1: Unit A402 Latin Accidence and Syntax – Higher Tier

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*

Appendix C2: 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*

Appendix D: Centre Audit for Running Computer-based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based Tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the Computer-based Tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk.

Requirements for OCR Computer-based Tests

- *Ensure that the Head of Centre, Exams Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*

- *Check that the centre can meet the technical and venue requirements.*

It is essential that all stakeholders within the Examination Centre plan the process for running Computer-based Tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.

Before starting teaching the specification – planning and approval

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Exams Officer may fulfil this role or may delegate it to a colleague.

2. Audit the centre against the Centre Checklist. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.

3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use Computer-based Testing. Consider the implications of using Computer-based Testing carefully.

Before entries are made for a Computer-based Test – setting up

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.

2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.

3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.

4. The Technician checks that the software is running properly on the machines to be used for the live Computer-based Tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.

5. Entries are made following the usual procedure, ahead of the entries deadline.

At least one month before the test date

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of Computer-based Tests.

Prior to the live test

1. The Test Administrator and technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.

2. The Test Administrator and technician ensure that they understand the process for downloading and accessing the live tests.

2. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

On the day of the test

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.

2. The Test Administrator uploads candidates' responses according to the instructions.

Centre Checklist for Running Computer-based Tests

Technical Requirements	
Minimum Requirements for each Candidate Computer	
Processor speed	1.0 GHz
Memory (RAM)	128MB RAM (256 MB recommended)
Hard Disk space	At least 250MB of available hard disk space
Operating System	Windows XP/2000/2003
Browser	Internet Explorer 6 (or above)
Display	High colour 32 bit display or better. Resolution 1024 x 768
	Mouse Re-writeable CD or DVD drive 16-bit soundcard Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio
Admin rights	PC/Network Administration rights for installation
Protocols supported	TCP/IP
Player	Flash Player version 8
Minimum Requirements for Test Administrator Computer (as above plus)	
Processor speed	1.0 GHz
Memory (RAM)	512MB RAM
Hard Disk space	At least 1.5GB of available hard disk space
Adobe application	Adobe Acrobat reader installed
Printer	Connection to a printer
Minimum Server Requirements	
Processor Speed	1.7GHz or above (single CPU Server) 1.2GHz or above (multiple CPU or dual core CPU Server)
Memory (RAM)	512MB RAM
Hard Disk space	Minimum 2GB free space
Operating System	Windows 2000 Server (Service Pack 4 or later) Windows 2003 Server Windows 2003 Server Release 2
Network Infrastructure Guidelines	
Network Connection	1GB LAN interface card
Cabling	Category 5/5e/6 UTP Cabling
Server Connection Speed	1GB server connection
Workstation Connection	Switched 100MBps connection recommended
Connection Sharing	Shared 100MBps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded

Administration Requirements
Workstation Requirements
Capacity for a minimum of seven candidates (8 PCs)
A spare capacity of one workstation for every seven
1 workstation within the same room as the candidate workstations to run administrative functions
Test Room Requirements
A quiet room or rooms, free from distractions and interruptions
A room or rooms and equipment dedicated to the test during the session
Good lighting, without disruptive glare on screens
Proper ventilation and heating (where necessary)
Walls free from display material
Appropriate furnishing to give candidates maximum comfort
Adjustable chairs
Adequate space at each workstation to allow candidates to take notes
Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Exams Officers must take appropriate steps to ensure that this can be achieved.
A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements
A means of summoning assistance (eg phone) and support contact details available in the test room for emergencies
Disabled access to the test room and to workstations, or the provision of alternative arrangements, eg a ground floor room.
Facilities for registration and ID checking
Requirements Outside the Test Room
None
Administrative Personnel
An Exams Officer who will be available during all OCR CBT live sessions.
A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates.
The Exams Officer and invigilator must be familiar with the emergency procedures for the test venue.

OCR Computer-based Tests will normally be administered at the centre, providing the centre has a venue which meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination. An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria. The venue must have technical support personnel who will be available for during all OCR computer-based tests live sessions.